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ABSTRACT

In 1985, Johnson County Community College (JCCC) coordinated a 5-year longitudinal study of representative groups of students at all 19 Kansas community colleges. The purpose of the study was to document the academic and career progress of these students from first entry into college to subsequent experiences after leaving the community college. At JCCC, a total of 53 full-time, first-time freshmen signed participation agreements in fall 1985; of these, 43 completed the 1990 survey for an adjusted response rate of 86%. Major study findings, including comparisons with other Kansas community colleges, included the following: (1) approximately 58% of the 1990 JCCC respondents had originally planned to earn an associate or bachelor's degree, and nearly all of them achieved that goal; statewide, 73% of the respondents earned a degree by 1990, but only 60% had expressed such plans in 1985; (2) JCCC respondents who planned to earn a graduate degree rose from approximately 32% in 1985 to nearly 42% in 1990; (3) nearly 73% of the respondents statewide described themselves as consistent full-time students from 1985 to 1990, compared to 58% of the JCCC respondents; (4) JCCC respondents expressed less satisfaction with their progress toward personal, educational, and professional goals throughout the study than respondents from other Kansas community colleges; and (5) a greater percentage of JCCC students than other respondents married, added family members, and experienced hospitalizations and acute financial difficulties between 1985 and 1990. Data tables, separate results from each year's survey, and selected verbatim comments are included. (JMC)

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ED 386164

JOHNSON COUNTY COMMUNITY COLLEGE

"CLASS OF 1987"

FIVE-YEAR LONGITUDINAL STUDY

Johnson County Community College
Office of Institutional Research
12345 College at Quivira
Overland Park, KS 66210-1299

July 1991

JC 910 442

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ACKNOWLEDGMENTS

So many individuals have supported and participated in this study that no report of its results would be complete without an acknowledgment of their efforts.

The study was the initiative of the presidents of the Kansas community colleges, and was facilitated throughout the five-year period by representatives at each college under the direction of the president. Without their sponsorship and leadership, it could not have been successfully completed.

The study was conceived and initially coordinated by Don Doucette, former director of the Johnson County Community College Office of Institutional Research. His efforts during the formative period of the study were critical to the ultimate success of this project.

Finally, the study itself is an acknowledgment of the cooperation that exists among individuals at community colleges throughout Kansas. The culmination of this project may be viewed as a tribute to that most satisfying working relationship.

Questions and concerns regarding this study should be directed to:

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INTRODUCTION

In July of 1985, the Kansas Council of Community College Presidents commissioned the Office of Institutional Research at Johnson County Community College (JCCC) to coordinate a five-year longitudinal study of representative groups of students at all 19 Kansas community colleges. The purpose of this study was to document the academic and career progress of these students from first entry into college to subsequent experiences after leaving the community college.

This report describes the personal and educational progress of the former Johnson County Community College students who participated in this study. Tables and selected verbatim comments are arranged in the order in which the eight surveys were administered to 1) enhance understanding of the growth and development of the study participants over time, and 2) provide a detailed record of all data in the order in which they were collected.

A total of 53 full-time, first-time JCCC freshmen signed participation agreements in fall of 1985 to become the JCCC "Class of 1987" sample. Of those, 43 completed the 1990 survey for an adjusted response rate of 86 percent. For comparative purposes, findings for former JCCC students are presented with findings for the other Kansas community college "Class of 1987" respondents. Results of each survey are highlighted in summaries preceding each section.

Methodology

The Kansas Community College longitudinal study consisted of a total of eight surveys administered between fall 1985 and summer 1990. A steady decline in the number of JCCC respondents was realized throughout the majority of the study, from a 100 percent response rate in fall of 1985 to a 64.2 percent response rate in spring of 1989. The substantial increase in the number of respondents to the final survey resulted in an adjusted rate of 86.0 percent for 1990 respondents. The JCCC response rate remained consistently higher than the rate for participants as a whole throughout the course of the study.

Design and implementation of the statewide study, which included JCCC, encompassed the following steps:

1. Participating colleges each selected a group of 50 to 100 representative first-time, full-time freshmen who agreed in writing to have their progress followed over a five-year period. "First-time" was defined as those students with no known previous education at the postsecondary level. "Full-time" was defined as those students who were enrolled in 12 or more credit hours as of the 20th day of the fall 1985 semester. Seventeen of the 19 Kansas community colleges returned a total of 641 completed surveys administered in the fall of 1985. These 641 respondents thus became the Kansas community college "Class of 1987" student sample.

2. Participating colleges followed up members of their study group every fall and spring for the first three years and in spring only for the final two years, using surveys designed by the JCCC Office of Institutional Research to insure collection of comparable data. Two mailings with cover letters were conducted for each survey.

3. The JCCC Office of Institutional Research provided sample letters of transmittal and sufficient copies of each survey to all participating colleges, and suggested mailing dates deemed most advantageous to elicit a maximum response. Completed surveys (or copies) were forwarded to JCCC for data entry, storage and analysis. A two-year interim report detailing results of the first four surveys was published and disseminated in the fall of 1987.

4. Attempts were made to reach all nonrespondents to the final survey by telephone during the summer of 1990, utilizing phone numbers collected on previous completed surveys and emergency numbers from the 1985 participant agreements. Combined mail and telephone efforts resulted in 43 useable JCCC responses for a raw response rate of 81.1 percent and an adjusted response rate of 86.0 percent. For purposes of this study, "adjusted" has been defined as elimination of study participants who had no opportunity to respond, i.e. deceased or impossible to locate due to disconnected telephones and lack of viable addresses.

Conclusions and Recommendations

Clearly the college's programs are highly effective and several important components of the college's mission are being accomplished as JCCC strives to meet the various educational needs of full-time, first-time freshmen. Over the five years the study was conducted, seven out of ten JCCC respondents had achieved their original educational objective and indicated JCCC had helped them to do so.

JCCC respondents were apparently more realistic in declaring their degree intent than students beginning their education at other Kansas community colleges. Approximately 58 percent of 1990 JCCC respondents had originally planned to earn an associate or bachelors degree, and nearly all of them did achieve that goal. By comparison, 73 percent of other respondents earned an associate or bachelors degree by 1990, but only 60 percent had expressed such plans 1985.

JCCC respondents became more educationally ambitious over time than other respondents. Approximately 32 percent of 1985 JCCC respondents planned to earn a graduate degree; by 1990 nearly 42 percent expressed that intent. By comparison, nearly 34 percent of other 1985 respondents originally planned to pursue a graduate degree, and 38 percent expressed that intent in 1990.

Respondents from other Kansas community colleges exhibited stronger enrollment patterns than JCCC students. Nearly 73 percent described themselves as consistent full-time students from 1985 to 1990, and less than 2 percent dropped out of college all together. By comparison, only 58 percent of JCCC respondents continued to enroll full-time over the entire five years the study was conducted. Of the remainder, 19 percent fluctuated between part-time and full-time enrollment, 14 percent stopped out one or more times, and 9 percent dropped out all together between 1985 and 1990.

JCCC respondents expressed less satisfaction with their progress toward personal, educational, professional goals throughout the study than was expressed by respondents from other Kansas community colleges. Factors which may have contributed to these differences in enrollment patterns were age (85%

of JCCC respondents were teenagers in 1985 vs. 76% of other respondents), employment (85% of JCCC respondents held jobs in 1985 vs. 53% of others), living arrangements (91% of JCCC respondents lived at home in 1985 vs. 35% of others), and changes in lifestyle over the five years the study was conducted. A greater percent of JCCC respondents married, added family members and experienced hospitalizations and acute financial difficulties between 1985 and 1990 than respondents from other Kansas community colleges.

Substantially more JCCC than other respondents were still enrolled in 1990 (42% vs. 31%). Nearly half of all respondents planned to enroll again within the next year and, of JCCC respondents, one in three were still enrolled at JCCC and planned to re-enroll at JCCC as well. Clearly the traditional assumption that full-time students will complete one or two years at a community college and leave is invalid for many first-time, full-time students.

Two recurring themes were apparent in the JCCC verbatim comments. Many respondents expressed the need for 1) preparing transfer students for the substantial differences in pressures and expectations at four-year colleges and universities, and 2) assisting students of all ages to develop satisfying, comfortable social lives within the community college setting. Leading educational researchers have expressed the view that a college education should involve changes not just in substantive learning and cognitive and intellectual competence, but in a variety of interpersonal and psychosocial areas as well.* Ways must be found and resources provided to bring the college social experiences of JCCC students closer to those of their residential campus peers, and to adequately prepare them for successful transition to the four-year college or university of their choice.

The tables and representative verbatim comments which follow summarize findings from all eight surveys administered between 1985 and 1990. Verbatim comments which did not add to insights gained through analysis of the quantitative data contained in the tables, were redundant in nature, or detailed specific personal circumstances were eliminated during the editing process. Caution should be exercised when interpreting these comments; each reflects the opinion of one respondent only and thus may not be representative of the perceptions and opinions of respondents as a whole. Copies of the participation agreement and survey instruments are located in the statewide report.

Questions and concerns regarding this study should be directed to:

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* Pascarella, E. and Terenzini, P. (1991). How college affects students. San Francisco: Jossey-Bass. pp. 639-640.

FALL 1985

Summary of Findings

JCCC respondents to the initial 1985 survey differed from respondents attending other Kansas community colleges in several ways. The JCCC group was comprised of a greater percent of males, employed respondents, Caucasians, and younger respondents than study participants from other Kansas community colleges. Probably because of their youth, a greater percent were unmarried and living at home than was true of other respondents statewide. See Tables 1 and 2. Highlights of other findings were:

* Between the time the JCCC random sample of full-time, first-time freshmen was selected in September 1985 and return of the first survey in November 1985, nearly 4 percent of JCCC respondents had dropped to part-time status compared to 2 percent of other respondents. See Table 3.

* Approximately 15 percent of JCCC respondents indicated career exploration as their educational objective compared to 5 percent of other respondents. See Table 3.

* Self-reported grades for JCCC respondents and those attending other Kansas community colleges were very similar. Over 60 percent of both groups indicated they earned mostly A's and B's in high school. See Table 3.

* Approximately 11 percent of JCCC respondents indicated an associate degree was the highest degree planned compared to nearly 16 percent of respondents attending other community colleges. See Table 4.

* Substantially more JCCC respondents than other respondents selected business as their career choice (42% vs. 27%). See Table 4.

* Approximately 25 percent of JCCC respondents received financial aid compared to nearly 62 percent of other respondents. Median financial aid received was substantially higher for respondents attending other Kansas community colleges than for JCCC respondents ($1,250 vs. $975). See Table 5.

* Less than 36 percent of JCCC respondents considered attending a different college or university compared to 59 percent of other respondents. See Table 6.

* Of those who considered attending a different college or university, a substantially greater percent of JCCC than other respondents had considered attending the University of Kansas (56% vs. 8%). See Table 6.

* Only 11 percent of JCCC respondents participated in any college activities in fall of 1985 compared to 56 percent of others. See Table 7.

* A substantially greater percent of JCCC respondents than other respondents planned to eventually transfer to the University of Kansas (94% vs. 28%). See Table 8.

Table 1

PROFILE OF RESPONDENTS
- FALL 1985 -

	Other Responses (n=588)	JCCC Responses (n=53)
Sex		
Male	38.6%	45.3%
Female	61.1	54.7
Unknown	.3	0.0
Age		
17 to 19 years old	76.5%	84.9%
20 to 29	15.0	11.3
30 to 39	5.6	3.8
40 to 49	2.2	0.0
50 and over	.7	0.0
Race		
Caucasian	90.1%	96.2%
Afro-American or Black	4.8	0.0
Mexican American	2.4	0.0
American Indian	.9	0.0
Other Hispanic	.3	1.9
Asian American or Oriental	.5	0.0
Other (Croatian, Black Mexican)	.5	0.0
Unknown	.5	1.9
U.S. Citizen		
Yes	99.5%	96.2%
No	.2	3.8
Unknown	.3	0.0
Veteran		
Yes	1.7%	1.9%
No	97.1	94.3
Unknown	1.2	3.8
Employment Status		
Working full-time (30+ hours/week)	13.8%	26.4%
Working part-time (under 30 hours)	39.1	58.5
Unemployed, looking for work	21.8	11.3
Not employed, not looking for work	21.9	3.8
Unknown	3.4	0.0

Table 2

LIFESTYLE
- FALL 1985 -

	Other Responses (n=588)	JCCC Responses (n=53)
Living Arrangements		
Live with parents or relatives	34.7%	90.6%
Live in college housing	34.0	0.0
Live in rented housing	20.7	7.5
Live in own house	9.9	1.9
Unknown	.7	0.0
Number of People in Household		
Live alone	4.4%	1.9%
Two including student	15.0	7.5
Three "	23.0	26.4
Four "	26.0	41.5
Five "	15.8	18.9
Six or more "	14.1	3.8
Unknown	1.7	0.0
Marital Status		
Single, never married	82.5%	94.3%
Married	13.1	3.8
Divorced, separated or widowed	3.7	1.9
Unknown	.7	0.0
Dependents		
Yes	14.1%	5.7%
No	84.7	92.5
Unknown	1.2	1.9
Number of Dependents		
One	36.1%	33.3%
Two	34.9	33.3
Three or more	29.0	33.3

Table 3

EDUCATIONAL PROFILE
- FALL 1985 -

	Other Responses (n=588)	JCCC Responses (n=53)
Current Enrollment Status		
Full-time (12 or more credit hours)	96.6%	96.2%
Part-time (1 to 11 credit hours)	2.2	3.8
Unknown	1.2	0.0
Educational Objective		
Earn credits toward bachelor's	59.7%	58.5%
Learn entry-level job skills	18.9	18.9
Explore career possibilities	5.1	15.1
Personal/professional development	2.4	3.8
Learn new skills to change jobs	2.6	0.0
Review basics for future studies	2.0	1.9
Increase job skills for promotion	1.2	1.9
Other/unknown	8.1	0.0
Community College Degree Plans		
Earn associate degree	45.4%	37.7%
Earn vocational certificate	2.7	0.0
Not degree seeking	24.8	47.2
Undecided/unknown	27.1	15.1
Self-Reported High School Grades		
Mostly A's	9.7%	9.4%
Mostly A's and B's	36.9	34.0
Mostly B's	15.1	18.9
Mostly B's and C's	24.1	22.6
Mostly C's	9.4	9.4
Mostly C's and D's	4.4	3.8
Unknown	.4	1.9

Table 4

DEGREE AND CAREER PLANS
- FALL 1985 -

	Other Responses (n=588)	JCCC Responses (n=53)
Highest Degree Planned		
Associate's degree	15.8%	11.3%
Bachelor's degree	41.0	47.2
Master's degree	23.6	18.9
Doctoral/professional degree	10.2	13.2
Not degree seeking	7.9	1.9
Unknown	1.5	7.5
Career Choice		
Business	26.9%	41.5%
Education	14.8	7.5
Health professions	12.6	5.7
Social sciences	8.5	1.9
Agriculture	5.8	1.9
Computer science	3.1	5.7
Engineering	2.7	5.7
Fine and applied arts	2.2	7.5
Communications	2.6	1.9
Trade and industrial	2.2	3.8
Home economics	1.4	0.0
Humanities	.9	0.0
Architecture	.3	1.9
Science	.5	0.0
Math	.2	0.0
Undecided/unknown	15.3	15.0
Certainty of Career Choice		
Very certain	39.6%	37.7%
Reasonably certain	41.2	45.3
Not very certain	9.9	9.4
Not at all certain	5.3	0.0
Unknown	4.0	7.5

Table 5

FINANCIAL AID
- FALL 1985 -

	Other Responses (n=588)	JCCC Responses (n=53)
Received Financial Aid		
Yes	61.8%	24.5%
No	37.2	75.5
Unknown	1.0	0.0
Amount Received		
$ 100 to $ 250	2.8%	0.0%
251 to 500	11.8	23.1
501 to 750	7.7	7.7
751 to 1,000	12.9	30.7
1,001 to 1,500	15.4	23.1
1,501 to 2,000	13.2	7.7
2,001 to 3,000	12.4	0.0
3,001 to 4,000	5.0	0.0
Over $4,000	2.2	7.7
Unknown	16.6	0.0
Median	$1,250	$975
Support Status		
Dependent on parents	60.9%	75.5%
Dependent on spouse/other	7.7	3.8
Independent, no dependents	18.4	11.3
Jointly support a household	7.3	3.8
Sole support of a household (self and dependents)	4.9	3.8
Unknown	.8	1.9

Table 6

COLLEGE CHOICE
- FALL 1985 -

	Other Responses (n=588)	JCCC Responses (n=53)
Current Community College Was First Choice		
Yes	78.6%	75.5%
No	21.4	24.5
First Choice College Other Than Current Community College		
The University of Kansas	9.5%	46.2%
Kansas State University	10.3	23.0
Fort Hays State University	7.1	0.0
Emporia State University	4.8	7.7
Pittsburg State University	4.0	0.0
Washburn University	4.0	0.0
Wichita State University	4.0	0.0
Other Kansas community colleges	19.0	0.0
Other Kansas colleges/universities	15.1	0.0
Out-of-state colleges/universities	15.9	15.4
Unknown	6.3	7.7
Considered Attending Different College/University		
Yes	59.0%	35.8%
No	41.0	64.2
First Choice of Those Considering Attending Another College		
Kansas State University	20.7%	8.8%
University of Kansas	8.4	55.9
Fort Hays State University	6.9	0.0
Pittsburg State University	6.6	2.9
Emporia State University	5.8	5.9
Wichita State University	4.9	0.0
Washburn University	2.9	0.0
Other Kansas community colleges	16.7	0.0
Other Kansas colleges/universities	8.6	2.9
Out-of-state college/universities	16.4	20.7
Unknown	2.1	2.9

Table 7

COLLEGE ACTIVITIES
- FALL 1985 -

	Other Responses (n=588)	JCCC Responses (n=53)
Participated		
Yes	56.0%	11.3%
No	43.4	88.7
Unknown	.6	0.0
Types of Activities*		
Sports	58.6%	62.5%
Career clubs	19.0	12.5
Music or drama	13.8	0.0
Student government	13.2	25.0
Rodeo/animal activities	9.5	0.0
Pep club, drill teams, etc.	7.7	0.0
Fraternal organizations	3.7	0.0
Yearbook, newspaper, etc.	3.1	0.0
Religious organizations	1.5	0.0
College 4-H	.6	0.0
Science clubs	.6	0.0
Ethnic groups	.3	0.0
Unknown	.9	0.0

* Multiple response item; numbers and percentages are not additive. Percent based on total number participating in organized college activities. Caution should be exercised in analyzing these data due to the relatively small number of respondents from individual community colleges.

Table 8

FUTURE EDUCATIONAL PLANS
- FALL 1985 -

	Other Responses (n=588)	JCCC Responses (n=53)
Plan to Transfer		
Yes	66.3%	69.8%
No	17.2	15.1
Undecided	15.6	15.1
Unknown	.9	0.0
Number of Semesters Planned at Community College Before Transfer		
One	4.9%	0.0%
Two	12.8	27.0
Three	14.4	10.8
Four	60.3	56.8
Five or more	5.4	2.7
Unknown	2.2	2.7
Where Students Plan to Transfer *		
Kansas State University	41.5%	33.3%
The University of Kansas	27.7	94.4
Wichita State University	19.0	0.0
Fort Hays State University	18.2	0.0
Pittsburg State University	17.1	2.8
Emporia State University	15.7	8.3
Washburn University	7.3	5.6
Other Kansas colleges/universities	9.8	0.0
Out-of-state colleges/universities	44.5	69.4

* Multiple response item; numbers and percentages are not additive.

SPRING 1986

Summary of Findings

* A total of 52 of the 53 original JCCC study participants responded to the spring 1986 survey (98.1%).

* All of the JCCC respondents who were currently enrolled in spring 1986 were still attending JCCC compared to 98 percent of other respondents still attending their original community college. See Table 9.

* All of the JCCC respondents who were not currently enrolled and planned to enroll again planned to re-enroll at JCCC compared to 41 percent of others planning to re-enroll at their original community college. See Table 10.

* Nearly 35 percent of JCCC respondents planned to earn a graduate degree compared to 24 percent of others. See Table 11.

* Twice as many JCCC respondents as other respondents indicated recent life changes had affected their educational plans (25% vs. 12%) See Table 11.

* The percent of JCCC respondents selecting business as their career choice dropped from 42 percent in fall 1985 to 33 percent in spring of 1986 while the percent of other respondents selecting business as their career choice remained about the same. See Table 12.

Table 9

EDUCATIONAL PROFILE
- SPRING 1986 -

	Other Responses (n=474)	JCCC Responses (n=52)
Currently Enrolled		
Yes	91.8%	90.4%
No	7.8	7.7
Unknown	.4	1.9
Where Currently Enrolled		
Same Kansas community college	93.6%	100.0%
Different Kansas community college	2.8	0.0
Pittsburg State University	.7	0.0
Washburn University	.5	0.0
University of Kansas	.2	0.0
Fort Hays State University	.2	0.0
Kansas State University	.2	0.0
Kansas Vocational School	.2	0.0
Out-of-state colleges/universities	.9	0.0
Unknown	.7	0.0
Reason for Leaving Community College		
Financial problems	10.3%	75.0%
Dissatisfied with course content	7.7	0.0
Moved	7.7	0.0
Tired of school	5.1	0.0
Work hours/job responsibility changed	2.6	25.0
Health problems	5.1	0.0
Dissatisfied with instructor	2.6	0.0
Career goals changed	2.6	0.0
Other	33.3	0.0
Unknown	23.0	0.0
Recent Major Changes in Educational Plans		
Yes	21.7%	17.3%
No	76.6	78.8
Unknown	1.7	3.8
Level of Satisfaction with College Experiences		
Very satisfied	30.8%	32.7%
Generally satisfied	57.2	51.9
Somewhat disappointed	7.2	7.7
Very disappointed	3.4	3.8
Unknown	1.4	3.8

Table 10

NONSTUDENT PROFILE
- SPRING 1986 -

	Other Responses (n=27)	JCCC Responses (n=5)
Current Status		
Working while deciding future plans	23.1%	20.0%
Working full-time in career field	11.5	40.0
Taking time off while deciding future plans	7.7	0.0
Caring for home/family	3.8	0.0
Serving in the military	3.8	0.0
Other/unknown	50.1	40.0
Plan to Re-enroll		
Yes	65.4%	60.0%
No	11.5	0.0
Unknown	23.1	40.0
When Re-enrolling		
Fall 1986	58.8%	0.0%
Fall 1987	11.8	0.0
Undecided/unknown	29.4	100.0
Where Re-enrolling		
Kansas community college	41.2%	(JCCC) 100.0%
Other Kansas colleges/universities	17.6	0.0
Out of state colleges/universities	23.6	0.0
Unknown	17.6	0.0

Table 11

FUTURE EDUCATIONAL PLANS
- SPRING 1986 -

	Other Responses (n=474)	JCCC Responses (n=52)
Degree Plans *		
Associate's degree	57.6%	49.0%
Bachelor's degree	52.4	63.3
Master's degree	23.1	28.6
Doctoral degree	1.3	6.1
No degree planned	2.4	0.0
Undecided/unknown	10.7	7.7
Where Degrees Will Be Pursued *		
Kansas community college	60.3%	(JCCC) 51.2%
Kansas State University	18.1	9.3
University of Kansas	11.1	62.8
Pittsburg State University	8.0	0.0
Wichita State University	7.3	0.0
Emporia State University	6.0	2.3
Fort Hays State University	5.0	0.0
Washburn University	3.3	0.0
Other Kansas colleges/universities	3.3	2.3
Out of state colleges/universities	12.3	14.0
Unknown	11.3	9.3
Plans for Fall		
Continue at community college	70.5%	69.2%
Transfer to another college/university	13.7	15.4
Work while deciding future plans	3.2	5.8
Work in chosen career field	1.7	1.9
Take time off before deciding future plans	.8	1.9
Care for home/family	.2	0.0
Other/unknown	9.9	5.8
Recent Life Changes Affecting Educational Plans		
Yes	12.4%	25.0%
No	84.4	69.2
Unknown	3.2	5.8

* Multiple response items; numbers and percentages are not additive.

Table 12

CAREER PLANS
- SPRING 1986 -

	Other Responses (n=474)	JCCC Responses (n=52)
Career Choice		
Business	26.2%	32.7%
Education	15.6	7.7
Health professions	11.6	7.7
Social sciences	9.1	3.8
Agriculture	5.5	1.9
Engineering	3.2	7.7
Fine & applied arts	2.3	7.7
Computer science	2.5	3.8
Communications	2.7	0.0
Trade & industrial	2.1	5.8
Home economics	2.1	0.0
Science	.8	0.0
Architecture	.8	0.0
Humanities	.4	0.0
Math	.2	0.0
Undecided/unknown	14.9	21.1
Certainty of Career Choice		
Very certain	38.8%	36.5%
Reasonably certain	44.9	38.5
Not very certain	8.2	17.3
Not at all certain	3.6	1.9
Unknown	4.5	5.8

FALL 1986

Summary of Findings

* A total of 51 of the 53 original JCCC study participants responded to the fall 1986 survey (96.2%).

* The percent of enrolled JCCC respondents had declined from 90 percent in spring 1986 to 84 percent in fall 1986. Of those, 86 percent were still attending JCCC. See Table 13.

* A substantially greater percent of JCCC than other respondents were enrolled in less than 12 credit hours (23% vs. 7%). See Table 13.

* Of those not currently enrolled, 88 percent of JCCC respondents planned to re-enroll compared to 72 percent of those from other Kansas community colleges. See Table 14.

* Approximately 80 percent of both JCCC and other respondents expressed satisfaction with their personal development and overall community college experiences. See Table 15.

* A greater percent of other respondents than JCCC respondents expressed satisfaction with their community college performance (81% vs. 65%) and their progress toward their career and educational goals (77% vs. 68%) See Table 15.

* A greater percent of JCCC than other respondents who had transferred expressed satisfaction with the ease of transition and their performance at the transfer institution. A greater percent of JCCC than other respondents also expressed satisfaction with the preparation provided by their community college. See Table 15.

* JCCC respondents' preference for business as a career choice continued to decline, from 42 percent in fall 1985 to 33 percent in spring 1986 to 28 percent in fall 1986. The percent of other respondents selecting business as a career choice remained about the same. See Table 17.

* Substantially more respondents from other community colleges planned to transfer to a different college or university at the close of the fall 1986 semester than planned to transfer from JCCC (16% vs. 6%) See Table 18.

Table 13

EDUCATIONAL PROFILE
- FALL 1986 -

	Other Responses (n=382)	JCCC Responses (n=51)
Recent Major Changes in Educational Plans		
Yes	28.8%	29.4%
No	69.6	70.6
Unknown	1.6	0.0
Currently Enrolled		
Yes	87.2%	84.3%
No	12.3	15.7
Unknown	.5	0.0
Where Currently Enrolled		
Kansas community college	88.0%	(JCCC) 86.0%
Kansas State University	2.7	0.0
University of Kansas	.9	9.3
Emporia State University	1.5	0.0
Washburn University	1.2	0.0
Pittsburg State University	.6	0.0
St. Mary of the Plains	.6	0.0
Other Kansas colleges/universities	2.1	0.0
Out-of-state colleges/universities	2.1	2.3
Unknown	.3	2.3
Enrolled in Same College		
Yes	85.9%	81.4%
No	14.1	16.3
Unknown	0.0	2.3
Enrollment Status		
Part-time (1 to 11 credit hours)	7.2%	23.3%
Full-time (12 or more credit hours)	91.6	72.1
Unknown	1.2	4.6

Table 14

NONSTUDENT PROFILE
- FALL 1986 -

	Other Responses (n=47)	JCCC Responses (n=8)
Current Status		
Working while deciding future plans	21.3%	75.0%
Working full-time in career field	25.5	0.0
Taking time off while deciding future plans	14.9	0.0
Caring for home/family	14.9	0.0
Serving in the military	2.1	12.5
Other/unknown	21.3	12.5
Plan to Re-enroll		
Yes	72.3%	87.5%
No	17.0	12.5
Unknown	10.7	0.0
When Re-enrolling		
Spring 1987	29.4%	14.3%
Summer 1987	8.8	14.3
Fall 1987	11.8	14.3
Undecided/unknown	50.0	57.1
Where Re-enrolling		
Kansas community college	50.0%	(JCCC) 14.3%
Wichita State University	8.8	0.0
Emporia State University	3.0	0.0
Kansas State University	3.0	0.0
Pittsburg State University	3.0	0.0
Other Kansas colleges/universities	5.8	14.3
Out of state colleges/universities	3.0	14.3
Unknown	23.4	57.1

Table 15

SATISFACTION WITH SELECTED EXPERIENCES *
JCCC ONLY: FALL 1986

	Number of Responses	Satisfied	Neutral	Dissatisfied
Ease of transition to transfer institution	17	82.4%	5.9%	11.7%
Overall community college experiences	50	82.0	12.0	6.0
Personal development	48	81.3	14.6	4.1
Performance at the transfer institution	10	80.0	10.0	10.0
Preparation provided by the community college	48	77.1	20.8	2.1
Overall experiences at transfer institution	11	72.7	27.3	0.0
Progress toward career and educational goals	50	68.0	16.0	16.0
Preparation provided by transfer institution	12	66.7	25.0	8.3
Performance at the community college	49	65.3	18.4	16.3
Current full-time job	23	65.2	17.4	17.4

* Data were collected utilizing a 5-point scale ranging from very satisfied to very dissatisfied. Thus, the "satisfied" responses include "very satisfied" and "satisfied" responses combined, and the "dissatisfied" responses include "dissatisfied" and "very dissatisfied" responses combined.

Table 16

SATISFACTION WITH SELECTED EXPERIENCES
OTHER RESPONDENTS STATEWIDE: FALL 1986

	Number of Responses	Satisfied	Neutral	Dissatisfied
Personal development	379	83.9%	11.6%	4.5%
Performance at the community college	374	81.0	10.2	8.8
Overall community college experiences	373	79.1	13.7	7.2
Progress toward career and educational goals	368	76.6	15.8	7.6
Preparation provided by the community college	366	73.2	17.8	9.0
Performance at the transfer institution	92	71.7	26.1	2.2
Ease of transition to transfer institution	137	71.5	21.9	6.6
Overall experiences at transfer institution	98	70.4	25.5	4.1
Preparation provided by transfer institution	110	70.9	23.6	5.5
Current full-time job	124	68.5	20.2	11.3

* Data were collected utilizing a 5-point scale ranging from very satisfied to very dissatisfied. Thus, the "satisfied" responses include "very satisfied" and "satisfied" responses combined, and the "dissatisfied" responses include "dissatisfied" and "very dissatisfied" responses combined.

Table 17

DEGREE AND CAREER PLANS
- FALL 1986 -

	Other Responses (n=382)	JCCC Responses (n=51)
Highest Degree Planned		
Associate's degree only	46.6%	29.4%
Bachelor's degree	26.2	41.2
Master's degree	4.2	3.9
Doctoral degree	1.3	2.0
Undecided	11.8	13.7
No degree planned	1.8	3.9
Unknown	8.1	5.9
Career Choice		
Business	27.7%	27.5%
Education	18.6	15.6
Health professions	11.3	9.8
Social sciences	8.6	2.0
Agriculture	5.0	2.0
Engineering	3.7	7.8
Trade & industrial	2.1	3.9
Fine & applied arts	2.9	9.8
Communications	3.4	0.0
Computer science	2.4	0.0
Architecture	.3	2.0
Science	1.6	0.0
Home economics	.8	2.0
Humanities	.5	2.0
Math	.3	0.0
Undecided/unknown	10.8	15.6
Certainty of Career Choice		
Very certain	43.2%	46.5%
Reasonably certain	41.9	44.2
Not very certain	6.8	7.0
Not at all certain	4.5	2.3
Unknown	3.6	0.0

Table 18

CURRENT PLANS
- FALL 1986 -

	Other Responses (n=382)	JCCC Responses (n=51)
Current Plans		
Continue studies where currently enrolled	66.8%	78.4%
Transfer to another college/university	16.2	5.9
Work for awhile before deciding future plans	5.2	5.9
Begin working in chosen career	3.9	2.0
Care for home/family	1.3	0.0
Take time off before deciding future plans	.5	0.0
Enter the military	.3	0.0
Other/Unknown	5.8	7.8
Where Transferring		
Kansas State University	17.7%	0.0%
Pittsburg State University	12.9	0.0
University of Kansas	8.1	33.3
Wichita State University	6.5	0.0
Emporia State University	4.8	0.0
Fort Hays State University	4.8	0.0
Other Kansas colleges/universities	9.7	0.0
Out-of-State colleges/universities	8.1	33.3
Undecided/unknown	27.4	33.3
Career Field in Which Work Will Begin		
Business	33.3%	27.4%
Education	20.0	15.7
Health professions	20.0	9.8
Social sciences	6.7	4.0
Trade & industrial	6.7	27.4
Unknown	13.3	15.7

SPRING 1987

Summary of Findings

* A total of 49 of the original 53 JCCC study participants responded to the spring 1987 survey (92.5%).

* A greater percent of JCCC than other respondents were still dependent on their parents in spring 1987 (53% vs. 43%). See Table 19.

* The percent of married JCCC respondents increased substantially in the first two years of the study, from 4 percent in fall 1985 to 16 percent in spring 1987. The percent of JCCC respondents with children also increased, from 6 percent in fall 1985 to 8 percent in spring 1987. See Table 19.

* The percent of currently enrolled JCCC respondents declined from 84 percent in fall 1986 to 73 percent in spring 1987. The percent of currently enrolled other students also declined in spring 1987, from 87 percent to 73 percent. Of those enrolled, 78 percent of JCCC respondents were attending JCCC and 71 percent of other respondents were still enrolled at a Kansas community college. See Table 20.

* Less than 37 percent of JCCC respondents reported earning college grades of mostly A and B compared to 53 percent of others. Over 8 percent of JCCC respondents reported earning college grades of mostly C and D compared to less than 3 percent of other respondents. See Table 20.

* JCCC respondents exhibited slower progress toward their educational objectives than other respondents. A substantially greater percent of other respondents than JCCC respondents anticipated completing their educational program by the close of the spring 1987 semester (46% vs. 6%). Half of the JCCC respondents had completed less than 47 credit hours by the close of the spring 1987 semester compared to 63.6 median credit hours completed by other respondents. See Tables 20 and 21.

* Over 80 percent of JCCC respondents had experienced improvement in their general understanding of the world, sense of responsibility, and overall level of maturity since fall of 1985. See Table 23.

* In the two years since the study began, approximately two out of three JCCC respondents had experienced improvement in their self-esteem, self-confidence, ability to reason and make sound moral judgments, and their writing skills. Less than half reported improvement in either their reading skills or their ability to concentrate. See Table 23.

* A substantially greater percent of other respondents than JCCC respondents expressed satisfaction with their personal growth and development (86% vs. 77%), and their progress toward their educational goals (80% vs. 55%). See Table 25.

Table 19

PROFILE OF RESPONDENTS
- SPRING 1987 -

	Other Responses (n=317)	JCCC Responses (n=49)
Sex		
Male	31.5%	49.0%
Female	67.5	51.0
Unknown	1.0	0.0
Age		
17 to 19 years old	18.6%	12.2%
20 to 24	61.5	77.6
25 to 34	8.5	2.0
35 to 44	4.7	2.0
45 to 54	2.2	0.0
55 and over	.3	0.0
Unknown	4.2	6.2
Support Status		
Dependent on parents	43.2%	53.1%
Independent, no dependents	23.0	14.3
Jointly support a household	9.8	16.3
Dependent on spouse/other	10.7	6.1
Sole support of a household (self and dependents)	5.0	0.0
Other/unknown	8.3	10.2
Marital Status		
Single, never married	76.0%	81.6%
Married	18.6	16.3
Divorced, separated or widowed	5.0	2.0
Unknown	.4	0.0
Children		
Yes	16.8	8.1%
No	79.2%	87.8
Unknown	4.0	4.1
Number of Children		
One	35.8%	50.0%
Two	32.1	25.0
Three or more	32.1	25.0

Table 20

EDUCATIONAL STATUS
- SPRING 1987 -

	Other Responses (n=317)	JCCC Responses (n=49)
Current Enrollment Status		
Enrolled full-time (12+ credit hours)	62.1%	49.0%
Enrolled part-time	9.1	22.4
Enrolled, details unknown	5.0	2.0
Not currently enrolled	23.0	26.6
Unknown	.8	0.0
Where Currently Enrolled		
Kansas community college	70.7%	(JCCC) 77.8%
University of Kansas	2.9	13.9
Kansas State University	3.7	0.0
Pittsburg State University	2.9	0.0
Wichita State University	3.3	0.0
Emporia State University	2.5	2.8
Other Kansas colleges/universities	3.3	0.0
Out-of-state colleges/universities	5.8	0.0
Unknown	4.9	5.6
Will Have Completed Educational Program by Close of Spring 1987 Semester		
Yes	46.4%	6.1%
No	51.7	93.9
Unknown	1.9	0.0
Method of Completion		
Vocational certificate	5.4%	0.0%
Associate's degree	89.8	100.0%
Left with skills student wanted	4.8	0.0%
Self-Reported College Grades		
Mostly A's	14.8%	10.2%
Mostly A's and B's	37.9	26.5
Mostly B's	14.2	22.4
Mostly B's and C's	24.9	22.4
Mostly C's	4.4	6.1
Mostly C's and D's	2.2	8.2
Mostly D's	.3	0.0
Unknown	1.3	4.1

Table 21

EDUCATIONAL PROFILE
- SPRING 1987 -

	Other Responses (n=317)	JCCC Responses (n=49)
Current Educational Objective		
Earn credits toward bachelor's	54.9%	61.2%
Learn entry-level job skills	19.2	12.2
No current objective/not enrolled	7.9	8.2
Explore career possibilities	2.8	4.1
Increase job skills for promotion	2.8	2.0
Personal/professional development	3.2	0.0
Learn new skills to change jobs	.9	4.1
Update current job skills	.9	2.0
Review basics for future studies	.9	0.0
Other/unknown	6.5	6.1
Comparison With Original Educational Objective		
Same objective	73.5%	85.7%
New objective; abandoned original	11.7	8.2
New objective; met original one	8.2	4.1
Other/unknown	6.6	2.0
Total Credit Hours Completed at Close of Spring 1987 Semester for Those Currently Enrolled		
1 - 15 credit hours	6.2%	5.6%
16 - 30	4.5	2.8
31 - 45	5.8	22.2
46 - 60	14.0	27.8
61 - 75	47.5	19.4
Over 75	9.5	0.0
Unknown	12.5	22.2
Median Hours Completed:	Other = 63.6;	JCCC = 47.3
Changed Majors Since Fall 1985 Enrollment		
Yes	23.7%	32.7%
No	74.4	67.3
Unknown	1.9	0.0

Table 22

CAREER CHOICE
- SPRING 1987 -

	Other Responses (n=317)	JCCC Responses (n=49)
Business	31.9%	30.6%
Education	20.5	12.2
Health professions	11.4	10.2
Fine & applied arts	1.6	10.2
Social sciences	7.9	6.2
Engineering	2.8	6.2
Trade, industrial & technical	1.6	4.1
Communications	1.3	4.1
Agriculture	3.2	2.0
Computer sciences	2.2	2.0
Architecture	1.6	2.0
Home economics	1.9	0.0
Biological or physical sciences	1.6	0.0
Math	.6	0.0
Humanities	.3	0.0
Unknown	9.6	10.2

Table 23

PERSONAL GROWTH AND DEVELOPMENT
JCCC RESPONDENTS ONLY
- SPRING 1987 -

	Number of Responses	Improved	No Change	Declined
Overall level of maturity	48	89.6%	10.4%	0.0%
Sense of responsibility	49	87.8	8.2	4.1
General understanding of the world	49	81.6	18.4	0.0
Decision-making skills	49	77.6	18.4	4.1
Organizational skills	49	71.4	26.5	2.0
Self-confidence	49	69.4	24.5	6.1
Ability to reason	49	65.3	34.7	0.0
Writing skills	49	65.3	34.7	0.0
Self-esteem	49	65.3	28.6	6.1
Ability to make sound moral judgments	49	63.3	36.7	0.0
Patience	49	59.2	32.7	8.2
Study skills	49	59.2	30.6	10.2
Personal ambition	49	57.1	38.8	4.1
Ability to stick to a task until it is completed	49	53.1	38.8	8.2
Test-taking skills	49	53.1	42.9	4.1
Reading comprehension	49	42.9	53.1	4.1
Ability to concentrate	49	42.9	49.0	8.2
Reading speed	49	32.7	61.2	6.1

No significant differences were found between younger and older respondents in perceived levels of improvement. ("Older" = 22+)

Table 24

PERSONAL GROWTH AND DEVELOPMENT
OTHER RESPONDENTS, EXCLUDING JCCC
- SPRING 1987 -

	Number of Responses	Improved	No Change	Declined
Overall level of maturity[2]	313	87.2%	11.8%	1.0%
General understanding of the world	313	84.3	14.7	1.0
Sense of responsibility	313	81.8	15.3	2.9
Decision-making skills	312	80.8	18.2	1.0
Self-confidence	313	80.5	16.6	2.9
Self-esteem	312	79.2	17.0	3.8
Personal ambition	314	77.7	19.4	2.9
Ability to reason	311	75.9	22.5	1.6
Ability to make sound moral judgments	313	69.3	29.1	1.6
Organizational skills	311	69.1	28.0	2.9
Writing skills[1]	313	64.5	32.6	2.9
Ability to stick to a task until it is completed	313	63.6	32.6	3.8
Ability to concentrate	313	63.3	30.3	6.4
Test-taking skills	311	63.0	33.5	3.5
Study skills[1]	312	62.5	27.6	9.9
Reading comprehension	312	56.4	42.3	1.3
Patience	313	55.9	35.2	8.9
Reading speed[1]	312	42.3	55.5	2.2

[1] Older respondents (22+) reported significantly more improvement than younger respondents ($p < .05$).

[2] Younger respondents reported significantly more improvement than older respondents (22+) ($p < .05$).

Table 25

SATISFACTION WITH PROGRESS AND
FUTURE EDUCATIONAL PLANS
- SPRING 1987 -

	Other Responses (n=317)	JCCC Responses (n=49)
Personal Growth and Development *		
Satisfied	85.5%	77.6%
Neutral	8.8	10.2
Dissatisfied	5.0	12.2
Unknown	.7	0.0
Progress Toward Educational Goals *		
Satisfied	79.5%	55.1%
Neutral	10.1	18.4
Dissatisfied	9.7	26.5
Unknown	.7	0.0
Plan to Enroll in Fall 1987		
Yes	71.6%	79.6%
Undecided	12.6	6.1
No	15.8	14.3
Where Planning to Enroll		
Kansas community college	18.9%	(JCCC) 38.5%
University of Kansas	12.8	38.5
Kansas State University	13.7	2.6
Emporia State University	9.3	5.0
Pittsburg State University	10.1	0.0
Wichita State University	6.2	0.0
Other Kansas colleges/universities	12.3	0.0
Out-of-state colleges/universities	9.7	7.7
Unknown	7.0	7.7
Highest Degree Planned		
Associate's degree	14.5%	12.2%
Bachelor's degree	44.5	34.7
Master's degree	27.8	34.7
Doctoral/professional degree	4.7	10.2
Not degree seeking	7.9	6.1
Unknown	.6	2.0

* Data were collected utilizing a 5-point scale ranging from very satisfied to very dissatisfied. Thus, the "satisfied" responses include "very satisfied" and "satisfied" combined, and the "dissatisfied" responses include "dissatisfied" and "very dissatisfied" combined.

Table 26

EMPLOYMENT PROFILE
- SPRING 1987 -

	Other Responses (n=317)	JCCC Responses (n=49)
Employment Status		
Working full-time (30+ hours/week)	29.3%	38.8%
Working part-time (under 30 hours)	41.0	49.0
Unemployed but looking for work	17.7	6.1
Out of the labor market	11.4	6.1
Unknown	.6	0.0
Working in Job Related to Long-Term Career Goal		
Yes	40.4%	30.2%
No	59.2	69.8
Unknown	.4	0.0
Hourly Wage of Full-Time Workers		
Under $ 5.00	52.7%	36.8%
5.01 to 7.50	35.5	47.4
7.51 to 10.00	4.3	5.3
Unknown	7.5	10.5

"Other" Average Hourly Wages = $5.07

JCCC Average Hourly Wages = $5.65

FALL 1987

Summary of Findings

* A total of 49 of the original 53 JCCC study participants responded to the fall 1987 survey (92.5%).

* A greater percent of JCCC than other respondents were still enrolled in fall of 1987 (74% vs. 65%), presumably due to the greater percent of other respondents who had achieved their educational objective by spring of 1987. Of those enrolled, 36 percent of JCCC respondents were still attending JCCC compared to 16 percent of others who were enrolled at a Kansas community college. See Table 27.

* A substantially greater percent of other respondents than JCCC respondents received financial aid. By fall 1987, only 35 percent of JCCC respondents had received any form of financial aid compared to 87 percent of others. The JCCC respondents also borrowed substantially less. The median outstanding educational loan for JCCC respondents was $1,209 compared to $2,500 for others. See Table 28.

* A greater percent of other respondents than JCCC respondents had experienced one or more significant life changes between fall 1985 and fall 1987 (71% vs. 76%). However, a greater percent of JCCC than other respondents quit college, either temporarily or permanently, as a result of those changes (39% vs. 32%). See Table 30.

* Although a greater percent of JCCC than other respondents were employed in fall 1987 (76% vs. 68%), substantially more JCCC than other respondents were working part-time only (53% vs. 35%). See Table 31.

* A substantially greater percent of other respondents than JCCC respondents expressed satisfaction with their progress toward their educational and career goals (85% vs. 69%), their college experiences (88% vs. 69%), and their personal growth and development (93% vs. 88%). However, a greater percent of JCCC than other respondents expressed satisfaction with their work experiences (84% vs. 77%). See Table 32. It is difficult to determine what impact, if any, job satisfaction may have had on the educational progress of JCCC respondents compared to other respondents thus far.

Table 27

EDUCATIONAL PROFILE
FALL 1987

	Other Responses (n=322)	JCCC Responses (n=49)
Currently Enrolled		
Yes	64.9%	73.5%
No	35.1	26.5
Where Currently Enrolled		
Kansas State University	17.2%	8.3%
University of Kansas	7.7	36.1
Emporia State University	8.6	5.6
Pittsburg State University	9.6	0.0
Fort Hays State University	6.7	0.0
Wichita State University	6.7	0.0
Other Kansas 4-year colleges/universities	11.5	0.0
Out-of-state colleges/universities	7.2	8.3
Same Kansas community college	15.8	(JCCC) 36.1
Different community college	3.8	2.8
Vocational/technical school	2.9	0.0
Other/unknown	2.3	2.8
Current Enrollment Status		
Full-time (12+ credit hours)	80.4%	72.2%
Part-time	11.0	25.0
Unknown	8.6	2.8
Median credit hour enrollment	14.8	13.6
Total Credit Hours Completed to Date		
Under 30 hours	7.7%	5.6%
30 to 60	10.5	27.8
61 to 90	52.6	47.2
Over 90	10.5	8.3
Unknown	18.7	11.1
Median total hours completed	77.8	65.5

Table 28

FINANCIAL AID HISTORY
FALL 1987

	Other Responses (n=322)	JCCC Responses (n=49)
Received Financial Aid		
Yes	86.6%	34.7%
No	13.0	65.3
Unknown	.4	0.0
Length of Time Financial Aid Received		
1 or 2 semesters	24.4%	41.2%
3 or 4	35.8	29.4
5 or more	35.1	23.5
Unknown	4.7	5.9
Median semesters aid received	4.1	3.5
Type of Financial Aid Received *		
Scholarships	69.2%	35.3%
Grants	53.0	41.2
Loans	53.8	47.1
Total Outstanding Education Loans		
Under $1,000	10.7%	37.5%
$1,000 to 2,000	27.3	37.5
$2,001 to 4,000	33.3	12.5
Over 4,000	20.0	12.5
Unknown	8.7	0.0
Median outstanding educational loan	$2,500	$1,209

* Multiple response; numbers and percentages are not additive.

Table 29

EDUCATIONAL PLANS
FALL 1987

	Other Responses (n=322)	JCCC Responses (n=49)
Current Educational Objective		
Transfer to another college/university	18.0%	28.6%
Prepare to enter the job market	33.9	28.6
Personal interest or self-improvement	11.2	2.0
Improve skills for present job	9.0	10.2
Explore courses to decide on career	6.2	14.3
No plans for more education	7.1	2.0
Prepare to change careers	5.0	2.0
Remedy or review basic skills	.3	2.0
Unknown	9.3	10.2
Highest Level of Education Planned		
Associates degree	12.7%	16.3%
Bachelors degree	44.1	38.8
Masters degree	25.8	24.5
Doctoral/professional degree	6.8	8.2
No degree planned	7.8	8.2
Unknown	2.8	4.1

Table 30

CHANGES EXPERIENCED SINCE FALL 1985
FALL 1987

	Other Responses (n=322)	JCCC Responses (n=49)
Changes Experienced Since Fall 1985 *		
Moved	59.2%	51.0%
Terminated or voluntarily left job	35.2	40.8
Promotion or change in job responsibilities/hours	24.9	38.8
Began full-time employment	26.2	22.4
Major change in financial status	22.4	24.5
Loved one(s) died	14.6	18.4
Married	13.4	14.3
Major illness or accident	6.2	16.3
Added child/children to household	7.8	4.1
Divorced/separated from significant other	2.2	4.1
Children left household	2.2	2.0
No significant changes since fall 1985	24.0	28.6
Effect on Educational Plans *		
Temporarily quit college	25.0%	30.8%
Changed schools	24.2	23.1
Changed majors	13.1	28.2
Enrolled in fewer classes	12.3	23.1
Changed educational objective	9.9	10.3
Changed degree plans	7.1	10.3
Permanently quit college	6.7	7.7
Enrolled in more classes	6.0	10.3
No effect on educational plans	42.1	23.1

* Multiple response items; numbers and percentages are not additive.

Table 31

EMPLOYMENT PROFILE
FALL 1987

	Other Responses (n=322)	JCCC Responses (n=49)
Employment Status		
Employed full-time in related job	19.9%	16.3%
Employed part-time in related job	13.4	10.2
Employed full-time in unrelated job	14.0	6.1
Employed part-time in unrelated job	21.1	42.9
Unemployed, seeking full-time employment	1.9	2.0
Unemployed, seeking part-time employment	8.7	6.1
Not in the labor market	18.0	16.3
Unknown	3.0	0.0
Reason Not in Labor Market		
Full-time student, no need to work	74.1%	87.5%
Full-time homemaker, no need to work	5.2	0.0
Disabled/unable to work at present time	1.7	0.0
Retired	1.7	0.0
Unknown	17.3	12.5

Table 32

CURRENT LEVEL OF SATISFACTION
FALL 1987

	Other Responses (n=322)	JCCC Responses (n=49)
Progress Toward Educational and Career Goals		
Very satisfied	28.3%	22.4%
Generally satisfied	56.8	46.9
Somewhat disappointed	10.6	22.4
Very disappointed	4.0	4.1
Unknown	.3	4.1
College Experiences		
Very satisfied	28.3%	28.6%
Generally satisfied	59.6	40.8
Somewhat disappointed	6.2	22.4
Very disappointed	2.5	2.0
Unknown	3.4	6.1
Work Experiences		
Very satisfied	27.3%	18.4%
Generally satisfied	49.4	65.3
Somewhat disappointed	11.8	6.1
Very disappointed	3.1	0.0
Not applicable/not working	7.5	8.2
Unknown	.9	2.0
Personal Growth and Development		
Very satisfied	46.6%	44.9%
Generally satisfied	46.6	42.9
Somewhat disappointed	5.0	10.2
Very disappointed	1.2	0.0
Unknown	.6	2.0

SPRING 1988

Summary of Findings

* A total of 43 of the 53 original JCCC study participants responded to the spring 1988 survey (81.1%).

* One in four JCCC respondents were married by spring 1988, a substantial increase over the 4 percent who were married in fall 1985. See Table 33.

* A greater percent of other respondents than JCCC respondents described their economic status during their teen years as "lower middle class" or "poverty level" (25% vs. 16%). See Table 33.

* Over 60 percent of JCCC respondents were enrolled at least part-time in spring of 1988. Of those, 22 percent were still attending JCCC and 33 percent had transferred to the University of Kansas. Although the majority described their attendance pattern as "consistent full-time student," approximately one in three had been a stop-out student during the three years the study had been in progress. See Table 34.

* With the exception of sororities and fraternities, a greater percent of other respondents than JCCC respondents had participated in various college activities. See Table 34.

* A greater percent of other respondents than JCCC respondents reported earning higher grades in college than they had earned in high school (38% vs. 26%). See Table 35.

* Over 80 percent of JCCC respondents found college courses more interesting than high school courses. Three out of four studied more in college than in high school, and 67 percent rated the quality of college instruction better than that experienced in high school. Conversely, only 55 percent of other respondents rated the quality of college instruction better than that experienced in high school. See Table 35.

* A greater percent of JCCC than other respondents agreed that community colleges provide a good start toward a bachelor's degree (95% vs. 88%), and that students who start at a community college do better academically than students who go directly to a four-year college or university after high school (58% vs. 52%).

* A substantially greater percent of other respondents than JCCC respondents agreed that there is little problem adjusting to a four-year college or university when transferring from a community college (53% vs. 40%). See Table 36.

* A greater percent of other respondents than JCCC respondents were employed during spring 1988 (75% vs. 68%). However, slightly a greater percent of JCCC than other respondents held jobs at least somewhat related to their ultimate career goal (62% vs. 60%). See Table 37.

Table 33

PROFILE OF RESPONDENTS
- SPRING 1988 -

	Other Responses (n=251)	JCCC Responses (n=43)
Sex		
Male	27.9%	48.8%
Female	72.1	51.2
Age		
20 to 24 years old	79.3%	90.6%
25 to 34	10.4	4.7
35 to 44	5.2	4.7
45 to 54	2.8	0.0
55 and over	.8	0.0
Unknown	1.5	0.0
Current Marital Status		
Never married	65.3%	72.1%
Currently married	30.3	25.6
Previously married	4.4	2.3
Recent Change in Marital Status		
Yes	16.3%	20.9%
No	82.1	79.1
Unknown	1.6	0.0
How Marital Status Changed		
Married	87.8%	100.0%
Separated	4.9	0.0
Divorced	7.3	0.0
Economic Status During Teen Years		
Poverty level	4.8%	2.3%
Lower middle class	20.7	14.0
Middle class	55.8	60.5
Upper middle class	16.7	23.3
Wealthy	.8	0.0
Unknown	1.2	0.0

Table 34

EDUCATIONAL PROFILE
- SPRING 1988 -

	Other Responses (n=251)	JCCC Responses (n=43)
Currently Enrolled		
Yes, full-time (12+ credit hours)	55.4%	53.5%
Yes, part-time	6.4	9.3
No	38.2	37.2
Where Currently Enrolled		
Kansas State University	16.8%	11.1%
University of Kansas	6.5	33.3
Emporia State University	6.5	7.4
Pittsburg State University	7.1	0.0
Fort Hays State University	6.5	0.0
Wichita State University	5.8	0.0
Kansas Technical College	.6	0.0
Kansas community colleges	12.3	(JCCC) 22.2
Other Kansas colleges/universities	12.3	0.0
Out-of-state colleges/universities	11.0	11.1
Unknown	14.6	14.8
College Attendance Pattern to Date		
Consistent full-time student	56.6%	53.5%
Stop-out student	19.5	32.6
Completer	17.9	7.0
Drop-out student	2.4	4.7
Consistent part-time student	1.2	2.3
Unknown	2.4	0.0
Involvement in College Activities*		
Career clubs	32.2%	21.9%
Athletics	31.7	18.8
Music or drama	18.6	6.3
Student government	14.6	9.4
Athletic support groups	14.1	3.1
Fraternities/sororities	12.1	12.5
Religious groups	9.5	3.1
Newspaper or yearbook	7.5	0.0
Other	25.6	25.0

* Multiple response item; numbers and percentages are not additive.

Table 35

HIGH SCHOOL/COLLEGE COMPARISONS
- SPRING 1988 -

	Other Responses (n=251)	JCCC Responses (n=43)
High School/College GPA Comparison		
Both about the same	41.9%	39.5%
College grades higher	38.2	25.6
High school grades higher	19.9	27.9
Unknown	0.0	7.0
Study More in College		
Yes	80.1%	76.7%
Unsure	4.4	2.3
No	15.5	20.9
College Coursework More Interesting		
Yes	87.3%	83.7%
Unsure	6.8	7.0
No	5.6	9.3
Unknown	.3	0.0
Quality of College Instruction Better		
Yes	54.6%	67.4%
Unsure	24.3	18.6
No	19.5	14.0
Unknown	1.6	0.0
Spend As Much Time in School-Related Activities in College		
Yes	29.5%	30.2%
No	68.5	69.8
Unknown	2.0	0.0

Table 36

PERCEIVED BENEFITS OF COLLEGE ATTENDANCE
- SPRING 1988 -

	Other Responses (n=251)	JCCC Responses (n=43)
College experiences help students to grow socially as well as academically		
Agree	93.2%	90.7%
Neutral	5.6	9.3
Disagree	1.2	0.0
Community colleges provide a good start toward a bachelor's degree		
Agree	87.9%	95.4%
Neutral	8.8	4.7
Disagree	3.3	0.0
College pays off in higher wages for graduates of most programs		
Agree	86.0%	93.1%
Neutral	11.2	2.3
Disagree	2.8	4.7
College helps students develop a meaningful philosophy of life		
Agree	83.2%	79.1%
Neutral	14.4	16.3
Disagree	2.4	4.7
Students who start at a community college do better academically than students who go directly to a 4-year school after high school		
Agree	52.4%	58.2%
Neutral	36.4	41.9
Disagree	11.2	0.0
There is little problem adjusting to a 4-year school when transferring from a community college		
Agree	52.6%	40.4%
Neutral	28.5	38.1
Disagree	18.9	21.5

NOTE: Data were collected utilizing a 5-point scale ranging from strongly agree to strongly disagree. Thus, the "agree" category includes "strongly agree" and "agree" responses combined, and the "disagree" category includes "disagree" and "strongly disagree" responses combined.

Table 37

EMPLOYMENT PROFILE
- SPRING 1988 -

	Other Responses (n=251)	JCCC Responses (n=43)
Employed During Spring 1988		
Yes	74.9%	67.5%
No	23.9	30.2
Unknown	1.2	2.3
Hours Worked Per Week		
Under 10	7.4%	10.4%
11 to 20	28.2	37.9
21 to 30	14.9	10.4
31 to 40	32.4	37.9
Over 40	14.4	3.4
Unknown	2.7	0.0
Hourly Wage of Full-Time Workers		
Under $ 5.00	42.9%	7.7%
$ 5.01 to 7.50	32.7	76.9
7.51 to 10.00	8.2	7.7
Over 10.00	4.1	0.0
Unknown	12.1	7.7
Average hourly wage	$5.63	$6.37
Relationship of Job to Ultimate Career Goal		
Directly related	29.3%	34.5%
Somewhat related	30.3	27.6
Not at all related	38.8	37.9
Unknown	1.6	0.0
Satisfaction With Current Job		
Very satisfied	29.8%	37.9%
Generally satisfied	49.5	41.4
Somewhat dissatisfied	11.2	13.8
Very dissatisfied	6.9	0.0
Unknown	2.6	6.9

SPRING 1989

Summary of Findings

* A total of 34 JCCC study participants responded to the spring 1989 survey (64.2%). This response rate reflected a substantial decline from previous return rates ranging from 81 to 100 percent.

* The majority of both JCCC and other respondents were not enrolled in spring of 1989, but most planned to eventually enroll again. Of the JCCC enrolled respondents, one in four was attending the University of Kansas and approximately one in five was still attending JCCC. See Table 38.

* A substantially greater percent of JCCC than other respondents expected the community college to help them to improve their decision-making skills (70% vs. 59%) and to get along with others (63% vs. 52%). See Table 40.

* A greater percent of JCCC than other respondents indicated the community college had helped them to improve their ability to think and express opinions (78% vs. 73%) and to prepare for a job or transfer to another college or university (72% vs. 69%). See Table 41.

* A substantially greater percent of other respondents than JCCC respondents indicated the community college had helped them to broaden their knowledge of the arts and sciences (70% vs. 56%), get ahead in life (69% vs. 47%), expand their tolerance for people and ideas (59% vs. 44%), improve their ability to get along with others (58% vs. 42%), and enhance their knowledge of ways to help others (49% vs. 33%). See Table 41.

* A substantially greater percent of JCCC than other respondents expressed satisfaction with the community college's facilities and equipment, registration process, counseling services, job placement services, bookstore, food service, size and atmosphere, quality of instruction, faculty qualifications, variety of courses offered, academic advisement, and career preparation. See Tables 42-45.

* JCCC respondents expressed greater satisfaction with JCCC than with a four-year college or university attended in the areas of facilities and equipment, size and atmosphere, quality of instruction, convenience of class scheduling, helpfulness and qualifications of faculty, registration process, variety of courses, counseling/academic advisement, bookstore, library and food services, and helpfulness of support staff. See Table 42.

* JCCC respondents expressed greater satisfaction with a four-year college or university attended than with JCCC in the areas of student activities, experiences with other students, social life, career preparation, job placement services and the availability of financial aid. See Table 43.

* Approximately 80 percent of both JCCC and other respondents indicated their community college experience had improved the quality of their life and, if starting now, they would still attend the same community college. A greater percent of JCCC respondents would recommend JCCC to friends (94% vs. 86%), but a greater percent of other respondents would encourage their own children to attend a community college (82% vs. 77%). See Table 46.

Table 38

EDUCATIONAL PROFILE
- SPRING 1989 -

	Other Responses (n=196)	JCCC Responses (n=34)
Currently Enrolled		
Yes, full-time (12+ credit hours)	31.1%	41.2%
Yes, part-time	7.1	5.9
No	61.8	52.9
If Enrolled, Where		
Kansas State University	22.7%	18.7%
Wichita State University	12.0	0.0
University of Kansas	4.0	25.0
Pittsburg State University	8.0	0.0
Emporia State University	2.7	12.5
Fort Hays State University	5.3	0.0
Kansas community college	5.3	(JCCC) 18.7
Other Kansas colleges/universities	17.3	0.0
Out-of-state colleges/universities	14.7	18.7
Unknown	8.0	6.3
If Not Enrolled, Plan to Enroll Again		
Definitely	33.1%	27.8%
Probably	20.7	38.9
Unsure	33.1	22.2
No	12.4	11.1
Unknown	.7	0.0

Table 39

FACTORS INFLUENCING DECISION TO
ENROLL AT ORIGINAL COMMUNITY COLLEGE
- SPRING 1989 -

	Other Responses (n=196)	JCCC Responses (n=34)
Factors Influencing Decision to Enroll at Original Community College *		
Convenient location	73.0%	85.3%
Low cost of attending	69.9	82.4
Availability of scholarship or financial aid	61.7	23.5
Opportunity to work while attending	38.3	76.5
Availability of desired courses	43.4	32.4
Good academic or vocational reputation	26.0	55.9
Advice/encouragement of parents or relatives	28.1	41.2
Good chance of personal success	28.6	29.4
Pleasing social atmosphere	18.9	26.5
Opportunity to be with friends	19.4	11.8
Advice/encouragement of high school personnel	9.2	17.6
Other/unknown	17.3	11.8
Most Important Factor Influencing Decision to Enroll at Original Community College		
Convenient location	25.0%	11.8%
Availability of scholarship or financial aid	23.5	2.9
Low cost of attending	12.2	23.5
Availability of desired courses	9.7	8.8
Opportunity to work while attending	3.1	17.6
Advice/encouragement of parents or relatives	3.6	14.7
Good academic or vocational reputation	4.6	5.9
Good chance of personal success	4.6	2.9
Pleasing social atmosphere	.5	0.0
Opportunity to be with friends	.5	0.0
Advice/encouragement of high school personnel	.5	0.0
Other/unknown	12.2	11.9

* Multiple response item; numbers and percentages are not additive.

Table 40

COMMUNITY COLLEGE EXPECTATIONS
- SPRING 1989 -

	Should Have Helped: Other Respondents				Should Have Helped: JCCC			
	Number of Responses	Agree	Neutral	Disagree	Number of Responses	Agree	Neutral	Disagree
Improve ability to think and express opinions	175	83.4%	15.5%	1.1%	31	83.9%	6.4%	9.7%
Prepare for job or transfer	174	82.8	12.6	4.6	34	66.7	30.0	3.3
Broaden knowledge of arts and sciences	174	85.0	12.1	2.9	32	78.1	15.6	6.3
Prepare to "get ahead" in life	175	84.6	14.3	1.1	31	83.9	6.4	9.7
Expand tolerance for people and ideas	175	69.2	24.0	6.8	31	61.3	25.8	12.9
Improve ability to get along with others	177	52.0	43.5	4.5	32	62.6	24.9	12.5
Improve decision-making skills	174	58.6	35.1	6.3	33	69.7	15.2	15.1
Helpe formulate values and goals	175	61.1	30.9	8.0	30	56.7	23.3	20.0
Enhance knowledge of ways to help others	175	62.3	33.7	4.0	29	51.7	27.6	20.7
Enhance marriage/family living skills	164	25.6	42.1	32.3	29	24.1	34.6	41.3

NOTE: Data were collected utilizing a 5-point scale ranging from strongly agree to strongly disagree. Thus, the "agree" column includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined.

Table 41

RESULTS OF COMMUNITY COLLEGE EXPERIENCES
- SPRING 1989 -

	Helped With This: Other Respondents				Helped With This: JCCC			
	Number of Responses	Agree	Neutral	Disagree	Number of Responses	Agree	Neutral	Disagree
Improve ability to think and express opinions	194	72.7%	23.2%	4.1%	32	78.2%	15.6%	6.2%
Prepare for job or transfer	191	68.6	19.4	12.0	32	71.9	18.7	9.4
Broaden knowledge of arts and sciences	189	69.9	21.1	9.0	32	56.3	24.9	18.8
Prepare to "get ahead" in life	193	68.9	24.4	6.7	32	46.9	37.4	15.7
Expand tolerance for people and ideas	192	59.4	34.9	5.7	32	43.8	43.8	12.4
Improve ability to get along with others	190	58.4	37.4	4.2	33	42.4	45.5	12.1
Improve decision-making skills	190	54.2	38.9	6.9	34	53.0	38.2	8.8
Formulate values and goals	191	51.3	39.3	9.4	31	41.9	32.3	25.8
Enhance knowledge of ways to help others	190	49.4	43.7	6.9	30	33.3	46.7	20.0
Enhance marriage/family living skills	176	23.3	46.0	30.7	29	17.2	34.5	48.3

NOTE: Data were collected utilizing a 5-point scale ranging from strongly agree to strongly disagree. Thus, the "agree" column includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined.

Table 42

SATISFACTION WITH VARIOUS ASPECTS OF COLLEGE:
SATISFACTION GREATER AT JCCC
- SPRING 1989 -

	At JCCC			At Four-Year College/University			
	Number of Responses	Satisfied	Neutral	Dissatisfied	Number of Responses	Satisfied	Neutral	Dissatisfied
Facilities	34	94.2%	2.9%	2.9%	19	73.7%	10.5%	15.8%
Modern equipment	33	90.9	9.1	0.0	18	55.6	33.2	11.2
Size and atmosphere	34	88.2	5.9	5.9	19	84.2	10.5	5.3
Quality of instruction	34	88.2	5.9	5.9	19	63.1	21.1	15.8
Convenience of class scheduling	34	85.3	8.8	5.9	19	52.6	21.1	26.3
Helpfulness of faculty	33	84.9	15.1	0.0	18	55.6	27.7	16.7
Registration process	34	82.4	17.6	0.0	19	26.4	42.0	31.6
Faculty qualifications	34	82.4	14.7	2.9	19	68.5	26.2	5.3
Variety of courses	34	82.3	17.7	0.0	19	73.6	10.6	15.8
Counseling services	32	75.1	15.5	9.4	17	35.3	35.3	29.4
Bookstore services	34	73.5	20.6	5.9	19	68.4	21.0	10.6
Helpfulness of support staff	33	69.7	24.2	6.1	19	42.1	47.3	10.6
Library services	33	66.7	21.2	12.1	19	52.6	31.6	15.8
Academic advisement	34	64.7	26.5	8.8	19	52.6	10.5	36.9
Food service	33	60.6	33.3	6.1	18	50.0	27.8	22.2

NOTE: Data were collected utilizing a 5-point scale ranging from very satisfied to very dissatisfied. Thus, the "satisfied" column includes "very satisfied" and "satisfied" responses combined, and the "dissatisfied" column includes "dissatisfied" and "very dissatisfied" responses combined.

Table 43

SATISFACTION WITH VARIOUS ASPECTS OF COLLEGE:
SATISFACTION GREATER AT FOUR-YEAR COLLEGE/UNIVERSITY
- SPRING 1989 -

	At JCCC				At Four-Year College/University			
	Number of Responses	Satisfied	Neutral	Dissatisfied	Number of Responses	Satisfied	Neutral	Dissatisfied
Student activities	33	27.3%	36.3%	36.3%	18	88.9%	11.1%	0.0%
Experiences with other students	33	54.5	33.3	12.2	18	88.9	0.0	11.1
Social life	34	32.3	23.6	44.1	19	78.9	15.8	5.3
Career preparation	34	61.8	26.4	11.8	19	73.7	5.2	21.1
Job placement services	30	43.3	43.3	13.4	17	47.0	29.5	23.5
Availability of scholarships and financial aid	30	33.3	50.0	16.7	16	37.5	37.5	25.0

NOTE: Data were collected utilizing a 5-point scale ranging from very satisfied to very dissatisfied. Thus, the "satisfied" column includes "very satisfied" and "satisfied" responses combined, and the "dissatisfied" column includes "dissatisfied" and "very dissatisfied" responses combined.

Table 44

SATISFACTION WITH VARIOUS ASPECTS OF COLLEGE:
SATISFACTION GREATER AT COMMUNITY COLLEGE FOR OTHER RESPONDENTS
- SPRING 1989 -

	At Other Community Colleges				At Four-Year College/University			
	Number of Responses	Satisfied	Neutral	Dissatisfied	Number of Responses	Satisfied	Neutral	Dissatisfied
Helpfulness of faculty	192	88.1%	8.9%	3.0%	116	66.3%	19.8%	13.9%
Convenience of class scheduling	192	86.9	8.3	4.8	114	65.8	19.3	14.9
Quality of instruction	193	83.7	9.5	6.8	114	76.3	14.9	8.8
Size and atmosphere	192	81.3	12.0	6.7	115	78.3	13.9	7.8
Availability of scholarships and financial aid	187	80.2	13.4	6.4	113	51.3	15.9	32.8
Helpfulness of support staff	193	76.2	18.7	5.1	115	55.6	34.8	9.6
Experiences with other students	190	74.2	19.5	6.3	114	72.8	16.7	10.5
Registration process	193	64.3	24.9	10.8	116	46.6	27.6	25.8
Academic advisement	191	57.6	23.0	19.4	115	53.0	24.3	22.7
Counseling services	171	41.6	44.4	14.0	97	39.2	45.4	15.4
Food service	170	37.0	49.4	13.6	100	32.0	45.0	23.0

NOTE: Data were collected utilizing a 5-point scale ranging from very satisfied to very dissatisfied. Thus, the "satisfied" column includes "very satisfied" and "satisfied" responses combined, and the "dissatisfied" column includes "dissatisfied" and "very dissatisfied" responses combined.

Table 45

SATISFACTION WITH VARIOUS ASPECTS OF COLLEGE:
SATISFACTION GREATER AT FOUR-YEAR COLLEGE/UNIVERSITY FOR OTHER RESPONDENTS
- SPRING 1989 -

	At Other Community Colleges				At Four-Year College/University			
	Number of Responses	Satisfied	Neutral	Dissatisfied	Number of Responses	Satisfied	Neutral	Dissatisfied
Variety of courses	192	72.9%	16.1%	11.0%	115	93.9%	2.6%	3.5%
Career preparation	191	59.2	30.4	10.4	115	84.4	7.8	7.8
Faculty qualifications	192	78.6	17.2	4.2	114	83.3	9.6	7.1
Facilities	192	76.5	14.1	9.4	116	80.1	14.7	5.2
Modern equipment	191	71.7	17.8	10.5	114	79.8	14.0	6.2
Library services	193	68.9	21.2	9.9	115	73.0	13.9	13.1
Bookstore services	187	57.2	28.9	13.9	116	68.9	18.1	13.0
Social life	185	57.8	32.4	9.8	113	63.7	22.1	14.2
Student activities	188	55.9	35.6	8.5	114	57.1	30.7	12.2
Job placement services	161	21.8	63.4	14.8	100	45.0	41.0	14.0

NOTE: Data were collected utilizing a 5-point scale ranging from very satisfied to very dissatisfied. Thus, the "satisfied" column includes "very satisfied" and "satisfied" responses combined, and the "dissatisfied" column includes "dissatisfied" and "very dissatisfied" responses combined.

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Table 46

PERCEPTIONS OF
COMMUNITY COLLEGE EXPERIENCES
- SPRING 1989 -

	Other Responses (n=196)	JCCC Responses (n=34)
Community College Experience Improved The Quality of Your Life		
Definitely	43.9%	41.2%
Probably	44.4	44.1
Uncertain	7.1	2.9
Probably not	4.6	5.9
Unknown	0.0	5.9
If Starting Now, Would Attend Same Community College Again		
Definitely	49.0%	52.9%
Probably	32.1	26.5
Uncertain	6.1	5.9
Probably not	5.1	5.9
Definitely not	7.7	2.9
Unknown	0.0	5.9
If Starting Now, Would Pursue Same Major Again		
Definitely	34.7%	23.5%
Probably	25.5	14.7
Uncertain	15.8	20.6
Probably not	11.7	20.6
Definitely not	12.3	20.6
Would Recommend Community College Attendance to Friends		
Yes	86.2%	94.1%
Unsure	10.7	2.9
No	3.1	2.9
Would Encourage Own Children to Attend a Community College		
Yes	81.6%	76.5%
Unsure	12.3	17.6
No	6.1	2.9
Unknown	0.0	2.9

SPRING 1990

Summary of Findings

* A total of 43 of the original 53 JCCC study participants responded to the spring 1990 survey. Three had no opportunity to respond due to disconnected phones and lack of forwarding addresses, reducing the pool of potential respondents to 50 for an adjusted response rate of 86 percent.

* A greater percent of JCCC than other respondents had never been married by spring of 1990 (65% vs. 50%), and a greater percent of other respondents than JCCC respondents reported annual family incomes of less than $40,000 (86% vs. 67%). See Table 47.

* A greater percent of JCCC than other respondents were employed (91% vs. 84%). Of those employed, a greater percent of other respondents were employed in jobs related to their college coursework (73% vs. 61%) and expressed satisfaction with their current job (81% vs. 67%). See Table 48.

* A direct relationship was evident between full-time average wages and level of education attained for both JCCC and other respondents. Other respondents with some college but no degree and those with associate degrees reported lower average hourly wages than JCCC respondents, while those with a vocational certificate or bachelors degree reported higher average hourly wages than JCCC respondents. See Table 48.

* Nearly 80 percent of both JCCC and other respondents who had achieved their original educational objective indicated their community college had helped them to achieve it. See Table 49.

* A greater percent of other respondents than JCCC respondents had achieved their 1985 educational objective by 1990 (78% vs. 68%) and had achieved that goal in two years or less (34% vs. 12%). These differences may be at least partially attributable to the greater percent of JCCC respondents who originally planned to earn a bachelor's degree or higher in 1985 (81% vs. 74%). See Tables 49 and 50.

* A greater percent of other respondents than JCCC respondents had earned a degree or certificate by spring 1990 (76% vs. 61%). A substantially greater percent of other respondents had earned a certificate or associate degree (39% vs. 21%), but a greater percent of JCCC respondents had earned a bachelor's degree (40% vs. 37%). See Table 50.

* The percent of 1990 JCCC respondents planning to earn a graduate degree increased from 35 percent in 1985 to 42 percent in 1990, and remained at approximately 32 percent for other 1990 respondents. Conversely, a greater percent of other respondents than JCCC respondents still planned to earn an associate degree in 1990 (14% vs. 9%). See Table 50.

* Half of the JCCC respondents completed more than 4.5 semesters at JCCC compared to 3.9 median semesters completed by other respondents at their original community college. See Table 51.

* A greater percent of JCCC than other respondents dropped out or stopped out of college between 1985 and 1990 (23% vs. 15%). A greater percent of JCCC than other respondents also had attended only their original community college between 1985 and 1990 (37% vs. 29%). See Table 52.

* The median scholarship awarded to JCCC respondents by JCCC was substantially greater than that awarded to other respondents by their community college ($1,500 vs. $602). However, the median loan awarded to JCCC respondents by JCCC was less ($1,500 vs. $2,007). See Table 53.

* A greater percent of JCCC than other respondents were enrolled in spring 1990 (42% vs. 31%). Of those still enrolled, a substantially greater percent of JCCC respondents was attending JCCC than other respondents who were attending a Kansas community college (33% vs. 5%). See Table 54.

* A greater percent of JCCC than other respondents indicated the community college had helped prepare them to continue their education (91% vs. 82%). See Table 54.

* Nearly one in two JCCC respondents planned to enroll again next year. Of those, one in three planned to re-enroll at JCCC. Nearly one in two other respondents also planned to enroll again next year, but only one in ten planned to enroll at a Kansas community college. See Table 55.

* A greater percent of other respondents than JCCC respondents were satisfied with their five-year progress toward their personal and professional goals (84% vs. 79%). See Table 55.

* Between 1985 and 1990, JCCC respondents experienced fewer moves, job changes and divorces than respondents from other Kansas community colleges. However, they experienced more marriages, family additions, financial difficulties and hospitalizations. See Table 56.

Table 47

DEMOGRAPHIC PROFILE
- SPRING 1990 -

	Other Responses (n=371)	JCCC Responses (n=43)
Sex		
Male	33.0%	44.2%
Female	66.8	55.8%
Unknown	.2	0.0
Age		
22 to 24 years old	78.1%	83.7%
25 to 34	13.3	11.6
35 to 44	4.2	4.7
45 to 54	2.2	0.0
55 and over	1.1	0.0
Unknown	1.1	.0
Race		
Caucasian or other	95.2%	97.6%
Hispanic	2.8	2.4
Black	1.1	0.0
American Indian or Alaskan	.3	0.0
Asian or Pacific Islander	.6	0.0
Marital Status		
Single/never married	49.9%	65.1%
Married	45.3	23.3
Previously married	4.6	11.6
Unknown	.2	0.0
Annual Family Income		
Under $ 20,000	43.1%	37.2%
$20,001 to 40,000	43.1	30.2
40,001 to 60,000	9.2	14.0
60,001 to 80,000	2.4	11.6
80,001 to 100,000	.3	0.0
Over 100,000	0.0	2.3
Unknown	1.9	4.7

Table 48

EMPLOYMENT PROFILE
- SPRING 1990 -

	Other Responses (n=371)	JCCC Responses (n=43)
Current Employment Status		
Full-time (30+ hours per week)	68.1%	60.5%
Part-time (less than 30 hours/week)	16.2	30.2
Not currently working	15.4	9.3
Unknown	.3	0.0
Satisfaction With Current Job *		
Satisfied	80.5%	66.7%
Neutral	9.9	15.4
Dissatisfied	8.6	15.4
Unknown	1.0	2.6
Relationship of Job to Skills Developed in College		
Directly related	40.1%	21.0%
Somewhat related	33.3	39.5
Unrelated	26.6	39.5
Hourly Wage of Full-Time Workers		
Under $ 5.00	14.6%	3.8%
5.00 to $ 7.50	39.9	30.8
7.51 to 10.00	18.6	23.1
Over 10.00	19.4	11.5
Unknown	7.5	30.8
Average hourly wage	$7.97	$7.95
Average Wage of Full-Time Workers by Educational Attainment		
Some college, no degree	$6.96	$7.62
Vocational certificate	7.26	5.77
Associate degree	7.50	8.07
Bachelors degree	9.20	9.09

* Data were collected utilizing a 5-point scale ranging from very satisfied to very dissatisfied. Thus, the "satisfied" catagory includes "very satisfied" and "satisfied" responses combined, and the "dissatisfied" category includes "dissatisfied" and "very dissatisfied" responses combined.

Table 49

ACHIEVEMENT OF ORIGINAL EDUCATIONAL OBJECTIVE
- SPRING 1990 -

	Other Responses (n=371)	JCCC Responses (n=43)
Fall 1985 Educational Objective *		
Transfer to 4-year college/university	63.2%	55.8%
Develop or improve job skills	25.3	20.9
Other/unknown	11.5	23.3
Percent Who Achieved Specific 1985 Objective by 1990		
Transfer to 4-year college/university	76.1%	70.8%
Develop or improve job skills	84.0	44.4
Other/unknown	76.7	70.0
Time Needed to Achieve Fall 1985 Educational Objective		
Less than 1 year	7.3%	4.9%
1 1/2 to 2 years	27.0	7.3
2 1/2 to 3 years	8.1	19.5
3 1/2 to 4 years	13.0	12.2
4 1/2 to 5 years	22.4	24.4
Not achieved	22.2	31.7
Why Objective Not Achieved		
Changed lifestyle (marital status, children, work, etc.)	17.9%	15.4%
Changed goals	14.7	7.7
Ran out of money	14.7	0.0
Still working on it	13.7	23.1
Had problems with CC or transfer	3.2	0.0
Lost interest	2.1	23.1
Unknown	33.7	30.7
Original Community College Helped to Achieve Fall 1985 Objective		
Yes	74.4%	76.7%
Unsure	7.8	2.3
No	8.1	9.3
Unknown	9.7	11.6

* 1985 educational objective as originally reported by the 414 spring 1990 survey respondents. Categories merged to enhance clarity.

Table 50

COMPARISON OF ORIGINAL DEGREE INTENT WITH
LEVEL OF EDUCATION ACHIEVED AND CURRENT DEGREE INTENT
FALL 1985 TO SPRING 1990

	Other Responses (n=371)	JCCC Responses (n=43)
1985 Degree Intent *		
Some college, no degree	2.5%	2.3%
Vocational certificate	4.7	0.0
Associate degree	17.2	11.6
Bachelors degree	42.4	46.5
Masters degree	22.4	20.9
Doctoral/professional degree	9.4	14.0
Unknown	1.4	4.7
1990 Level of Education Achieved		
Some college, no degree	19.1%	39.5%
Vocational certificate	3.2	4.7
Associate degree	36.1	16.3
Bachelors degree	36.9	39.5
Not degree-seeking/unknown	4.7	0.0
1990 Degree Intent		
Some college, no degree	4.9%	7.0%
Vocational certificate	.8	2.3
Associate degree	14.3	9.3
Bachelors degree	36.9	34.9
Masters degree	29.9	27.9
Doctoral/professional degree	8.1	14.0
Other/unknown	5.1	4.7

* 1985 results have been adjusted to reflect only those respondents who also completed the spring 1990 survey.

Table 51

INVOLVEMENT AT FIRST COMMUNITY COLLEGE ATTENDED
FALL 1985 TO SPRING 1990

	Other Responses (n=371)	JCCC Responses (n=43)
Total Semesters Completed at College First Attended in 1985		
1 or 2 semesters	18.3%	7.0%
3 or 4	58.2	44.2
5 or 6	15.7	30.2
7 or more	3.5	18.6
Unknown	4.3	0.0
Median semesters for those providing data	3.9	4.5
Total Credit Hours Completed at College First Attended in 1985		
1 to 30 credit hours	13.7%	20.9%
31 to 60	21.0	34.9
Over 60	55.5	44.2
Unknown	9.8	0.0
Median credit hours for those providing data	62.7	59.9
Total Noncredit Classes Completed at College First Attended in 1985		
None or unknown	88.9%	86.0%
1 or 2 noncredit classes	5.7	11.6
3 or 4	3.2	0.0
5 or more	2.2	2.3
Total Visits With Counselor at College First Attended in 1985		
None or unknown	32.3%	20.9%
1 to 3 visits	33.7	48.8
4 to 6	21.6	20.9
7 to 9	3.8	0.0
10 or more	8.6	9.3
Median visits for those visiting a counselor	2.1	2.4

Table 52

OVERALL COLLEGE ATTENDANCE PATTERN AND
EDUCATIONAL EXPERIENCES AT OTHER COLLEGES/UNIVERSITIES
FALL 1985 TO SPRING 1990

	Other Responses (n=371)	JCCC Responses (n=43)
Overall College Attendance Pattern		
Consistent full-time student	72.8%	58.1%
Stop-out student	13.2	14.0
Consistent student	8.6	16.3
Consistent part-time student	2.7	2.3
Drop-out student	1.9	9.3
Unknown	.8	0.0
Attended Other Colleges/Universities After Original Community College		
No/unknown	28.9%	37.2%
Yes, one	49.6	30.2
Yes, two	17.5	27.9
Yes, three	3.5	4.7
Yes, four	.5	0.0
Other Colleges/Universities Attended *		
Different KS community college	27.2%	22.2%
Out-of-state colleges/universities	20.8	37.0
Kansas State University	22.3	18.5
Other Kansas colleges/universities	17.4	11.1
University of Kansas	11.7	44.4
Wichita State University	11.3	0.0
Pittsburg State University	10.2	3.7
Emporia State University	7.9	14.8
Fort Hays State University	7.9	0.0
Credit Hours Completed at Other Colleges/Universities		
None or unknown	34.8%	41.9%
1 to 15	8.6	4.6
16 to 30	3.5	7.0
31 to 45	2.2	0.0
46 to 60	6.7	2.3
Over 60	44.2	44.2
Median credit hours for students earning hours elsewhere	69.7	74.0

* Multiple responses item; percentages are not additive.

Table 53

FINANCIAL AID
FALL 1985 TO SPRING 1990

	Other Responses (n=371)	JCCC Responses (n=43)
Total Scholarships Secured Through College First Attended in 1985		
None or unknown	52.3%	83.7%
$ 15 to $ 500	21.8	0.0
501 to 1,000	10.2	4.6
1,001 to 2,000	11.9	9.3
Over 2,000	3.8	2.3
Median Scholarship at Com. College	$601.88	$1,500.00
Total Loans Secured Through College First Attended in 1985		
None or unknown	71.4%	88.4%
$ 200 to $1,000	5.9	4.6
1,001 to 2,000	8.4	2.3
2,001 to 3,000	7.0	2.3
over 3,000	7.3	2.3
Median Loan at Com. College	$2,007.00	$1,500.00
Total Scholarships Secured Through Other Colleges		
None or unknown	71.4%	81.4%
$ 15 to $1,000	14.0	4.6
1,001 to 2,000	5.7	4.6
2,001 to 4,000	5.7	4.6
Over 4,000	3.2	4.6
Median Scholarship at Other Colleges	$1,100.00	$2,200.00
Total Loans Secured Through Other Colleges		
None or unknown	66.9%	79.1%
$ 200 to $ 1,000	3.2	0.0
1,001 to 3,000	11.1	9.3
3,001 to 5,000	8.6	4.6
5,001 to 10,000	8.6	4.6
over 10,000	1.6	2.3
Median Loan at Other Colleges	$3,999.38	$3,375.00

Table 54

CURRENT EDUCATIONAL PROFILE
- SPRING 1990 -

	Other Responses (n=371)	JCCC Responses (n=43)
Current Educational Objective		
Prepare to enter job market	24.3%	27.9%
Improve skills for present job	24.0	16.3
Prepare for graduate school	12.7	11.6
No plans for more education	11.1	9.3
Transfer to another college/univ.	9.2	14.0
Explore courses to decide on career	5.4	11.6
Personal interest/self-improvement	5.9	0.0
Prepare to change careers	4.3	4.7
Remedy or review basic skills	.5	0.0
Other/unknown	2.6	4.7
Currently Enrolled		
Yes	30.5%	41.9%
No	69.3	55.8
Unknown	.2	2.3
Where Currently Enrolled		
Kansas State University	18.6%	11.1%
Out-of-state colleges/universities	17.7	11.1
Other Kansas colleges/universities	14.2	16.7
University of Kansas	8.8	16.7
Wichita State University	10.6	0.0
Other Kansas community colleges	5.3	11.1
Pittsburg State University	7.1	0.0
Emporia State University	3.5	0.0
JCCC	0.0	33.3
Fort Hays State University	3.5	0.0
Unknown	10.7	0.0
Initial Community College Helped Prepare Respondent to Continue *		
Agree	82.2%	90.7%
Neutral	11.6	7.0
Disagree	5.7	0.0
Unknown	.5	2.3

* Data were collected utilizing a 5-point scale ranging from strongly agree to strongly disagree. Thus, the "agree" catagory includes "strongly agree" and "agree" responses combined, and the "disagree" catagory includes "disagree" and "strongly disagree" responses combined.

Table 55

FUTURE EDUCATIONAL PLANS AND
PERSONAL SATISFACTION WITH FIVE-YEAR PROGRESS
- SPRING 1990 -

	Other Responses (n=371)	JCCC Responses (n=43)
Plan to Enroll Again Within the Next Year		
Yes	49.3%	48.8%
Unsure	35.8	27.9
No	14.3	21.0
Unknown	.6	2.3
Where Planning to Enroll		
Out-of-state colleges/universities	24.0%	23.8%
Other Kansas colleges/universities	10.4	9.5
Wichita State University	10.4	4.8
Kansas State University	10.4	4.8
Other Kansas community colleges	10.4	0.0
University of Kansas	7.7	4.8
Pittsburg State University	6.0	4.8
Emporia State University	3.8	4.8
Fort Hays State University	3.3	0.0
JCCC	0.0	33.3
Unknown	13.6	9.4
Satisfaction With 5-Year Progress Toward Personal and Professional Goals *		
Satisfied	84.4%	79.1%
Neutral	7.8	4.7
Dissatisfied	7.3	16.3
Unknown	.5	0.0

* Data were collected utilizing a 5-point scale ranging from very satisfied to very dissatisfied. Thus, the "satisfied" catagory includes "very satisfied" and "satisfied" responses combined, and the "dissatisfied" catagory includes "dissatisfied" and "very dissatisfied" responses combined.

Table 56

LIFESTYLE CHANGES
FALL 1985 TO SPRING 1990

	Other Responses (n=371)	JCCC Responses (n=43)
Moves		
None/unknown	12.7%	27.9%
One or two	41.5	41.9
Three or four	31.5	28.0
Five or more	14.3	2.3
Median moves	2.3	1.8
Job Changes		
None/unknown	20.5%	23.3%
One or two	33.4	37.2
Three or four	31.5	20.9
Five or more	14.6	18.6
Median job changes	2.2	1.5
Marriages		
None/unknown	61.2%	72.1%
One	38.5	27.9
Two	.3	0.0
Family Additions		
None/unknown	74.4%	81.4%
One	18.3	14.0
Two	5.7	2.3
Three or more	1.6	2.3
Divorces		
None/unknown	94.8%	88.4%
One	4.9	11.6
Two	.3	0.0
Hospitalizations		
None/unknown	71.7%	72.0%
One	17.0	14.0
Two or more	11.3	14.0
Acute Financial Problems		
None/unknown	72.5%	74.4%
Once or twice	21.6	25.6
Three or more times	5.9	0.0

SELECTED JCCC VERBATIM COMMENTS

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SELLECTED VERBATIM COMMENTS: FALL 1985
JOHNSON COUNTY COMMUNITY COLLEGE

Reasons for Enrolling at JCCC

This college offers the best program in this area for the studies I wished to pursue.

It is close to home. I live at home and am working my way through college. I could not afford tuition at KU or KSU.

My parents wanted me to go to JCCC to see if I could make the grades. Also to save money.

I wasn't sure about which 4-year institution I wanted to attend. I thought that I would benefit more by attending JCCC for a year or two or until I felt more sure of making that type of a decision. Another big factor in my decision was I knew that I would have a good chance at making the volleyball and softball teams. The location and economic reasons also played a big part in finalizing my decision.

You get more specialized attention because of smaller classes and you're more likely to receive more time speaking with the teacher personally over work. And my parents wanted me to stay with them at home for at least another year. I figured I could visit friends at KU as much as I wanted since it's not far and I could work while going to school, whereas at KU I wouldn't work, I'd probably socialize.

I decided JCCC was the best place for me to start and I don't feel, at least for now, that I will be going on.

I chose JCCC because I did not want to go to a college or university and get caught in freshman "flunk-out" classes and have those bad marks on my transcript. I also chose JCCC because I knew that I would receive a quality education and be ready to enter junior classes when I transferred.

I enrolled at JCCC mainly because it was affordable and in a nice comfortable area. I also had friends who were already enrolled in the college and really liked it.

I felt that the college was better all around than my other choices. I wanted to go to a community college before moving to a university and JCCC had all the options I was looking for: good teachers, facilities and reputation.

I wanted the chance to go to a smaller community college to help myself get used to college life and study habits. The classes are smaller than a major university, and I figured I would need more personal attention with a few subjects, especially math. I live in between JCCC and KU, so where I live wasn't a factor. I just enjoy schools that are a little more "personalized."

Because I'm 16, I didn't feel ready to go to an out-of-state, 4-year college. Johnson County Community College is nationally recognized for its quality, and a fairly close community college was what I was looking for.

Reasons for Enrolling at JCCC (continued)

I plan to attend JCCC for two years and then attend KU. My eldest brother did this and said it was better to start at JCCC than to go straight to KU because you have to learn to discipline yourself to study before entering a big university. I feel it's good advice, coming from a lawyer.

Many of my friends and relatives have taken classes at JCCC, and they praised it very much. Also, it is within 3 miles of my home and I can still hold my current job which I've had for a year and a half. The school has all of the modern conveniences, and the student body is great.

JCCC has a good reputation for good instructors.

- - - - -

Reasons for Career Choice

This field seems to offer good opportunities for employment in both the near- and long-range futures. Income potential seems reasonably good, and females seem to be welcome in this field.

The money in the area of business is good. I find it interesting and someday I plan on owning my own business.

I enjoy mathematics and working with people. I also enjoy a good challenge once in a while.

I like making things and exploring ideas of mine. You study different techniques and tools to produce products that express your intentions.

I've been a musician all my life and I love playing music!

I want a career that will allow me to use my leadership skills. I want to be the boss and in charge of an organization.

I am pursuing this career because it is a challenge, but not so much of a challenge that I can't handle it. I had four years of drafting in high school and found it to be one of my more interesting subjects. I catch on to it pretty easily, and I'm not what you would call a smart person, so when I saw how easy it came to me I started getting more serious about it.

I have always enjoyed working with children and I seem to be good at it. The rewards and challenge of teaching children always have appealed to me.

I've always enjoyed "tutoring" my friends, and I like to be around people. Communication is so important in this world. I like to express myself through writing and interpret other's thoughts in art. I'd like to teach high school students in a small town.

I like to create things. Engineering has a lot of creativity involved. Money of course had something to do with my decision, but most of all just the creativity involved, and the satisfaction it brings me.

Reasons for Career Choice (continued)

There is always going to be sales in America. People buy and buy more each year, so I think in sales there will be a future. I see a lot of salesmen doing real good in this field or in marketing for retail stores, There is always a demand for department stores, discount stores, etc.

This field requires someone to have an outgoing personality and someone who is willing to fight to be the best. I feel I can qualify, and marketing and management intrigues me.

Job security and good benefits.

I enjoy writing practically about anything. I also like to teach children new things. It's very rewarding to me.

I have always had a desire to work in upper management. I'm not too hot for manual, physical, strenuous labor, so that's why I want to enter management.

I'm not going to lie, the job entrance provides a hefty salary of $30,000 to start. Also I am very good in the mathematics and science field. As well as majoring in electrical engineering, I will also pursue a minor in English because a hobby of mine is to write.

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Long-Range Goals

In five years I expect to be gainfully employed in a satisfying professional position. I expect to be buying my own home, be single and have two children living at home with me. I probably will still be living in this area.

Teaching karate at a school. Owning my own business, or lying in the gutter. I take risks!

I would like to begin my career or still be studying. If I'm married, I don't want any children until I have a good grasp on my career and if I'm still studying, I definitely don't want any until I'm through with the major part of it. Even when I have the career, I would like to keep taking classes at a college maybe one or two nights a week. I love working with children so I could possibly go into child psychology.

I will have graduated form a major university with a bachelor's degree, and I will be single. I should have a reasonably good job and hopefully in a growing company. I should be investing money in maybe stocks, real estate or possibly a franchise. I'd like to be living in a warmer climate like Florida.

Retired with my riches. I shall be successful. Married.

What a question! Probably still going to school earning my masters degree in whatever it is I'm going to be doing. After I obtain my degree, I hope to get an adequate-paying job and enjoy myself. I want to do something that I enjoy, something I like to do, something from which I can derive a substantial feeling of self-satisfaction.

Long-Range Goals (continued)

Five years from now I expect to be finishing my first six months of work for a major national accounting firm, and I do not expect to be married. I hope to be living on my own in an apartment, in the southern United States.

Hopefully, I will be teaching 10th-12th grades at a small town high school. I will probably be married (and maybe have a child.) I'll be driving a nice car and have some $ tucked away in the bank from my savings bonds. And I'll probably still be waiting to see Paris and London, too!

In five years, I expect to be married and living in Johnson County. As for what I will be doing for employment, I really don't know. I will probably be working full time, but I don't know in what field.

In five years I intend to be on staff at a hospital or some other rehabilitative organization. I want to be helping people regain or attain their physical capabilities.

I plan to still be going to school working for my doctorate. Maybe living in my own apartment. I do not expect much more than that.

Five years from now I plan to either be a CAD designer or be working at my own business. The type of business could be any number of fields, from novelties to signs. Also, I plan to marry about that time, that is if I can find someone who will put up with me. But who knows. Then again, there is always the Armed Forces. They can always use one more. But I also know that none of this may pan out.

I will probably be out of college with a bachelors degree in accounting. I will be working on passing the Certified Public Accountant test, and I will be looking for a job in the Kansas City area. I would like to have a job as a financial consultant for a big corporation.

Five years from now I would like to be preparing for my last semester of dental school. I feel that I may be preparing to set up my own practice and perhaps even having plans of marriage and starting a family. These are the things I think I'll be doing, and would like to be doing, but no one can predict the future.

SELECTED VERBATIM COMMENTS: SPRING 1986
JOHNSON COUNTY COMMUNITY COLLEGE

Recent Life Changes Affecting Plans

I'm getting married in August. Even though I'm going to continue my college education, it will be at a much slower pace.

There is a strong possibility my husband maybe laid off from Bendix in September. If that happens, I will need to go to work and would be able to continue classes at night only or not at all.

Recent Life Changes Affecting Plans (continued)

New boyfriend, second job.

I planned to go to a college in Kansas but I'm getting married and we may have to move for his career.

I wanted to be an accountant. But by taking the fundamentals class, I have changed my mind.

My mother is remarrying in April and I am planning to move soon.

I was married in January and will either have start going to school part-time or put my schooling off for awhile.

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Reasons for Satisfaction or Dissatisfaction With College Experiences

I feel like I am getting a good education, but the atmosphere is more like high school.

Good college--gives me the majority of courses I want. Instructors are generally very good at what they teach.

I have been very pleased with the quality of every instructor I've had so far. In general I would say they have been better than many I had a K-State and PSU years ago. Of course that might be due to the fact that I'm older now and applying myself to a much greater degree than I did then. Being a wife and mother just isn't as taxing as partying is!

The instructors are all conscientious and helpful. The atmosphere puts me in the mood to learn and continue with my studies.

I had a few problems first semester, but this semester has been much better. I have become aware of many things that are available to me at JCCC this semester.

School does not seem as important as other interests in my life right now.

I feel I could have done better grade wise.

The classes and teachers are great. But my study habits need to be worked on.

I am satisfied with my first year at JCCC because I have found the faculty and students to be caring and concerned. I have enjoyed the diverse mixture of people I have met. I am also pleased with my academic progress.

Classes offered are challenging, but not that tough. The campus is clean and has a good learning atmosphere.

I feel I am getting a good education at JCCC, but social activities leave something to be desired.

Reasons for Satisfaction or Dissatisfaction
With College Experiences (continued)

JCCC has eased me into the college experience from high school. It has provided an easy, more personal way to learn, rather than jumping into a large university immediately.

It did not turn out to be as exciting, exhilarating, and challenging as I expected.

It is easy to learn--I just didn't take the interest last year and didn't work as hard as I should have. I'm enrolled in 18 hours for fall and plan to bring my GPA up.

I am very impressed with this college. I am finally enjoying school, knowing that in the end it will be worthwhile.

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Suggestions and Comments

I wish this college offered a cartooning course.

Yes, A cyclery club! Maybe college-backed.

Stop the diploma mill syndrome that pervades formal education. (Not meant to be as offensive as it sounds. JCCC is a quality institution.)

More Religious oriented group get-togethers with social activity planned on and off campus.

I feel that all courses should have the same grading scale. At present, some classes are 60% passing, others are 70%. The reason I feel this is important is because when grades are transferred, they only see A,B,C etc. They don't know if you only did 80% of work for a B or 87%.

I have no complaints with the college. Everyone seems to be doing a great job of running it and helping me with any problem that I may have.

Bring the students together for more activities and unity. Plan events where the students can meet new people instead of just the ones in class.

The television courses need to clearly defined, not just the courses themselves but scheduling--it was a little disorganized. It conflicted too much with the regular courses.

SELECTED VERBATIM COMMENTS: FALL 1986
JOHNSON COUNTY COMMUNITY COLLEGE

Reasons for Continuing at JCCC

The price still can't be beat. Also I'm still living at home.

Inexpensive and I had no desire to attend another institution.

Reasons for Continuing at JCCC (continued)

Location, excellent academic program (honors courses, etc.) cost, atmosphere.

I would rather go to JCCC than any other college--I don't want a 4-year yet and I think JCCC is the best community college in the area.

Still working on prerequisite classes for transferring to a 4-year school. Also, the quality of education is outstanding at a lower price than a 4-year school.

To finish AA.

To run track and cross country.

Commercial art program.

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Reasons for Major Changes in Career or Educational Plans

I got married in August. I'm not going to school as much and I am working more.

The person I was going to school for left me.

Bought skis and took up skiing--influenced choice to go to Colorado to school next year.

The realization that I wasn't doing what I wanted. I wanted some time off from school.

I have decided that I love what I do--so I have decided to stay in what I do.

Personality changes, changes in attitudes toward many things.

KU changed their business requirements, making it impossible to enroll in their business school the first semester I transfer.

Getting married and want to get an office job to help with expenses.

I am married and have a baby now so I have to support a family while I pursue my educational goals.

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Reasons for Satisfaction or Dissatisfaction With College Thus Far

The only problem I have found is the difficulty in getting C.A. classes because of being offered at one time and only certain semesters. Also, all C.A. classes aren't offered during the summer because of the small number of teachers.

Reasons for Satisfaction or Dissatisfaction
With College Thus Far (continued)

Right now is not really the best time for me to be filling this out. Three weeks ago I enrolled in 17 hours targeted to engineering, but I'm thinking of quitting. Next week who knows. I just have a lot of doubts.

I'm happy because of the quality of instruction received at JCCC. I've attended other institutions and feel JCCC instructors are far superior.

I've had a lot of opportunities to get to know my instructors--I enjoy having small classes which make this possible. I'm developing new ideas and forming definite opinions. This I owe to my instructors.

I am satisfied with my experiences at JCCC because I am learning a lot and have had three good terms so far. My grades are good and the staff seems to be very caring and concerned about their students.

This semester I have had wonderful teachers and great classes and in the past I have had some great teachers, though there were a few I was dissatisfied with. I am not satisfied with the fact that I can't seem to make up my mind as in what my major should be--I'm interested in many things and I want to make the best decision for me.

The part-time job I took during my brief time at JCCC became full time. My academic performance after that was disastrous.

In my particular case, I had to drop four hours from my current schedule because JCCC made an error in my enrollment. This was a critical mistake made by JCCC and a K-State professor of grain science. My intentions were to gain as many hours as I possibly could, but I was denied because of this problem.

I followed the business transfer sheet provided by JCCC. They listed two natural science electives, which I completed. However it was suppose to read natural and physical science, so I lost 4 credits.

Johnson County gave me a chance to grow up, making the transition from high school to a major university successful. Johnson County prepared me well for KU because the counselors made me aware of the courses I needed for my major and which ones would transfer.

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Suggestions and Comments

After being at KU for a semester, I have found college to be very hard. At JCCC I had a lot of attention from the teachers and it did help me. However, at KU you don't get very much help and the teachers expect you to teacher yourself sometimes. I highly suggest that your teachers do not hold the student's hand and guide him all the time. It was a rude awakening for me, and I believe it would be for the next JCCC transfer student as well.

More attention should be paid to the "teacher evaluation" by the students.

Suggestions and Comments (continued)

Generally, most of the teachers at JCCC are good. However, there are a few who need to work on teaching for the student instead of themselves. They need to perceive themselves as not being on stage in front of an audience. Too many are too "loose" with their language and personal demeanor. Educational institutions are for helping people learn and mature, not as a means for teachers or any authority figure to express his/her view.

I'd like to see more clubs at JCCC. Since most of the students have day jobs (like myself), there aren't a lot of opportunities to socialize except in between classes. I understand that sororities and fraternities aren't feasible, but I do miss having close friendships like those formed in 4-year schools.

English program needs major modifications. Comp. II is a big change from Comp. I; went from A to C's and D's without understanding what was wrong--very stressful and not very helpful. Geared toward task completion rather than learning in Comp. II. They should tell you how to write, then assign a paper, not have you do the paper first and then criticize to teach what's wrong.

Make sure the counselors all have the same information on what classes will transfer to other colleges and that they have a lot of information on hand concerning other colleges and what is involved in each class.

I really enjoyed JUCO. The classes, however, do need to be harder to be at the same level other colleges and universities are at.

Offer daytime advance computer courses instead of all being in the evening.

Advanced classes (Calc II, Econ II etc.) should be offered more often during the day and with a variety of instructors, not just one. It makes scheduling very difficult.

SELECTED VERBATIM COMMENTS: SPRING 1987
JOHNSON COUNTY COMMUNITY COLLEGE

Reason for Changing Major

Changed from physical therapy to occupational therapy because physics was threatening to wipe me out.

It would take too long to be a teacher if I majored in English . . . so I'm in education.

I decide I was not cut out for interior design and that my love of children should be expressed.

Started in electrical engineering, went to possible philosophy major, and am now in engineering physics after two years of good thought and experience.

Suggestions and Comments

The commercial art program needs to be revised as if you have any kind of job it is impossible to complete the program in two years with reasonable grades.

Suggestions and Comments (continued)

Even if you have no job, it is still difficult to complete five studios, plus other classes, in one semester. Also, it would be nice there was more faculty so courses could be offered at more times during the day.ence fields.

Continue to look into alternative education and independent study education. Work toward a national agreement on transfer credits from community colleges. Encourage joint research with faculty and students.

Offer more detailed information on other colleges and their programs.

I think that JCCC was great. I learned a lot, and am glad that I went there. I think that the teachers and staff were very helpful and fun! Thanks for everything while I was there!

I used your counseling center to help me decide on careers, and was very satisfied with the help I received--now I just have to make a decision.

Education is important, but not for everybody. You have to really want it, and I don't right now.

SELECTED VERBATIM COMMENTS: FALL 1987
JOHNSON COUNTY COMMUNITY COLLEGE

How Changes Over the Past Two Years Affected Educational Plans

I had no degree plans and now I'm going for one.

I had a hard time catching up after being hospitalized--had to take an incomplete.

I am going to skip spring 1988 semester and work full time.

My accident has preoccupied a lot of my time and I find it hard to concentrate on my studies because I'm worried about a possible lawsuit.

I enrolled in fewer classes because I'm now financially independent.

Will not be attending KU in spring 1988, and I'll enroll in JCCC again in fall.

Satisfaction With Progress Toward Educational and Career Goals

I've reflected on my goals and life, and reorganized my objectives.

I have maintained my GPA, but I feel that I don't retain as much as I used to when I was attending semesters instead of quarters.

I am much more satisfied now that I have decided on a major. It gives me more incentive to do well.

I'm still disappointed in traditional education. I like to study independently, not with an educational curriculum. But, I see no other way (right now) to get into the aerospace industry than to get a college degree.

Satisfaction With Progress Toward
Educational and Career Goals (continued)

I can't seem to find where I am headed. I don't want to take classes that I do not enjoy; I would rather work and earn money.

The community college experience was very rewarding in that I gained many transfer hours. The teaching methods at Johnson County are very good; they provided much personalized attention.

Family situations and the fact that I'm still undecided on my major have prevented me from re-enrolling until fall of 1988.

I am very satisfied with my new career goal, which is to return to JCCC after laying off spring and summer 1988 semesters and go through the paralegal program and earn an associates and certification at JCCC.

Suggestions and Comments

I'm getting very bored with school. I like going to classes, but I hate homework. I also hate how all my teachers are students. I was better off at JCCC.

I'm still not exactly sure what I want to do, but I do have some ideas. I have put it off for a little while due to having a six-month old baby.

I've been taking everything easy and just sliding by. I need to put forth some effort toward classes, etc.

I cannot believe this study is halfway over! My two years at Johnson County Community College were excellent--I fit in equally or above the other juniors at Missouri Western. Whenever I tell my instructors where I have transferred from (JCCC), their eyes light up and they seem impressed! My career plans are on schedule so far--1½ years until graduation!

JCCC needs a better link with universities to determine transfer credit. (I got screwed on a lot of transfer hours). You also need more emphasis on preparation for transfer to a 4-year school. Do some research into non-traditional education (i.e., independent study for qualifying students). Hire more sexy counselors--students love sexy counselors and would talk to them more often. Prepare students who are going to 4-year schools for the 300-student lecture halls. Faculty and staff that motivates students is the key.

The college catalog should have better descriptions of classes. The college I want to transfer to wanted/needed more details.

Obtaining financial aid is virtually impossible for me for the next two years. My father recently became disabled, but somehow it takes that long for me to be "eligible." This makes my enrollment tenuous.

I enjoyed my stay at JCCC. I now realize even more how much JCCC had to offer. I was very lucky to have been there for two years and would go back in a minute if it was a four-year institution.

SELECTED VERBATIM COMMENTS: SPRING 1988
JOHNSON COUNTY COMMUNITY COLLEGE

Factors Which Enhanced Progress Toward Educational and Career Goals

I have a strong will to get through college in four years. Once my goals are set, I find progress comes with work.

I'm still living with my father. If I wish to continue to live at home I must attend school. And I've wanted to go--attending gives me hope for the future.

There's been money available to go to school. I have a supportive family and other people who believed I could do it.

Once I decided on a major, Elementary education, it was easier for me to focus my attention on school.

Richard's Gebaur Air Force Base air show--it solidified my decision to go into Aerospace Engineering.

Joining psych club helped to decide major.

I believe the added maturity of military service, raising a family and also the pressure to succeed were definite factors.

Joining the Army National Guard has not only helped to pay for college, but it has helped me decide to join the Army ROTC and become an officer when I graduate.

A good transfer program from the community college. I lost only a few hours in my move to K-State.

The basics I got at JCCC with personable instructors helped me to comprehend material better when I got to upper level courses at KU with confusing, boring instructors.

One definite factor was when I took most of the weed-out classes at Johnson County before transferring to K.U. Also, joining a fraternity has kept me interested in school overall.

Overall perspective of how college fits into life.

Factors Which Interferred With Progress Toward Educational and Career Goals

Car accident in summer of 1987 that forced me to quit my job and drop out of school until I'm physically able to handle it again.

Different jobs. Bad relationships. Money.

Husband's work schedule.

Personal problems, family, and economic situations have somewhat interfered in my progress.

Factors Which Interferred With Progress
Toward Educational and Career Goals (continued)

Disinteresting teachers at JCCC contributed greatly to loss of interest in school!!!!

Medical illness and surgery during second year of school.

Procrastination--(sorry this is so late, no excuse except a very busy summer with a full-time job. Also, too much social life, time management problems, and lack of better knowledge about career opportunities available with certain majors).

Changing major.

Made too much money so school became secondary--quit a year ago.

Moved to Virginia and had to stay out of school for six months to gain state resident status.

Various family problems. Death, sickness, depression . . .

I've found that just making ends meet for myself and my three children has made it nearly impossible to pursue a career and/or education at this time. I do have some hope of resuming my education to some extent this fall.

Boredom, I took off spring semester 1988 and worked.

Having to work to pay for my education. One can't study when ones at work.

By attending JCCC I feel I missed out on the social life and transferred to KU, but didn't find what I expected. I was depressed about this and it showed in my lack of interest in school.

Marriage! Must work full time. Other goals have taken priority over school for now, but I'm sure I will finish.

Problems with girl friend.

The two main reasons I quit school last semester (after fall '87) was that my employer offered me a substantial raise and I was tired of fighting over parking spaces (or walking 10 minutes to get to class.) I think the parking definitely needs to be improved!

SELECTED VERBATIM COMMENTS: SPRING 1989
JOHNSON COUNTY COMMUNITY COLLEGE

What Respondents Liked Most
About Attending JCCC

It kept me from getting kicked out of the house.

Everyone else was going to college.

My father works on campus.

What Respondents Liked Most
About Attending JCCC (continued)

Atmosphere, location, relaxed schedule.

Smaller college, so you get to know teachers pretty well. Classes are smaller than at a four-year college so you have a better chance of knowing everyone in your class.

Proximity--close enough to live at home. JCCC provided a mid-step between high-school and a university away from home.

The teachers were all excellent. After I left I realized how spoiled I was by the convenient campus of JCCC--all the buildings are connected at the 2nd floor. Also, the cafeteria at JCCC beats most public cafeterias.

Being back in a scholastic atmosphere; this time with a more mature and enlightened attitude than I'd had before.

The chance to pay my way through college with out incurring any bills.

During the winter you could walk indoors to most of your classes.

The chance to really find out what I wanted to do without paying the high tuition costs. It also gave me a chance to work and earn money to continue with my studies.

The teachers. They were always very understanding and cooperative.

What Respondents Liked Least
About Attending JCCC

Parking!

Too much like high school teaching.

JCCC had no social life at all. I would rather have gone to a four-year school with a better chance at making and being with friends.

Not as varied offered courses as larger colleges have. May get stuck in a class with a teacher you don't like because he is the only one offering to teach the course. Smaller choice of food in the cafeteria than at larger schools.

Thinking I would be better off in the working world and on my own.

There were not many activities to keep me involved. They did not advertise tryouts for sports teams especially. Lack of school spirit.

No social activities for working people. Too many transients to form lasting friendships.

My feeling of failure when I was unable to complete an assignment on time or prepare adequately for a test.

What Respondents Liked Least
About Attending JCCC (continued)

Limited library facilities. Few class rooms had clocks.

Some of the paralegal classes I took were too detailed to be just 8 week/one credit hour classes--needed to be full 3 hour classes to get full benefit out of the course.

The atmosphere. Nobody seemed to want to talk, to make friends, to be considerate of each other. It's like people went to school the way they would to a job they didn't like.

The school newspaper. Make all college activities more advertised. Yes, some articles are fun, but it needs to be more informative about school functions.

I am very interested in changing the way people are educated today. I personally desire an apprenticeship type education with an emphasis on creative-analytical skills. It has taken me four years of college to realize that I need to find an institution that will allow such a curriculum.

Mothers with young children at home should be advised against attempting full-time school and part-time work.

I'm glad to be participating in this study. The point I'd like to make is in reference to students who only take a course or two a year, such as myself. Don't forget us!

SELECTED VERBATIM COMMENTS: SPRING 1990
JOHNSON COUNTY COMMUNITY COLLEGE

Comments or Suggestions to Help Meet
the Needs of Future JCCC Students

I felt the college was growing too fast. The college increased enrollment each semester without keeping up with building space and parking. The latter was extremely important since if a student didn't have an 8:00 am class, parking was impossible because there were no spaces remaining.

Offer more telecourses of required subjects.

Would like to see better orientation for students transferring to a larger school. All of the sudden you go from a nice personal atmosphere, where you can talk to your instructor and he knows you, to a large class of 250 and you become a number. The only way you have any contact with the instructor is if he looks at your grade. He does not know you outside of class. Real shock to go from JCCC (which is a good school) to K-State.

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